



# Westbridge

The Trauma

Informed Journey

Towards The

Elimination Of

Restraint

**Karakia tīmatanga**

**Mānawa mai, tau mai**

Mānawa mai, tau mai te hiranga atua

Mānawa mai, tau mai te hiranga tipua

Mānawa mai, tau mai te hiranga tangata

Tau mai te kaha, te maia, te mātauranga

o ngā mahi

Kia tau te aio ki te rangi

Kia tau te aio ki te whenua

Kia tau te aiotanga o ngā mahi

**Tūturu ōwhiti whakamaua kia tina (leader)**

Tina (all)

**Haumie (leader)**

**Hui e (leader)**

Tāiki e (all)



# Westbridge Staff

55 staff in Total. Teachers, Teacher Aides, Youth workers, cook, cleaner, caretaker.



# Students 2023

Currently 18 Students. Aged 9-15, Co-Ed. High & Complex Needs.  
95% Success Rate

# Kyon

Our school mascot and one of our most powerful de-escalation tools!



# Mission:

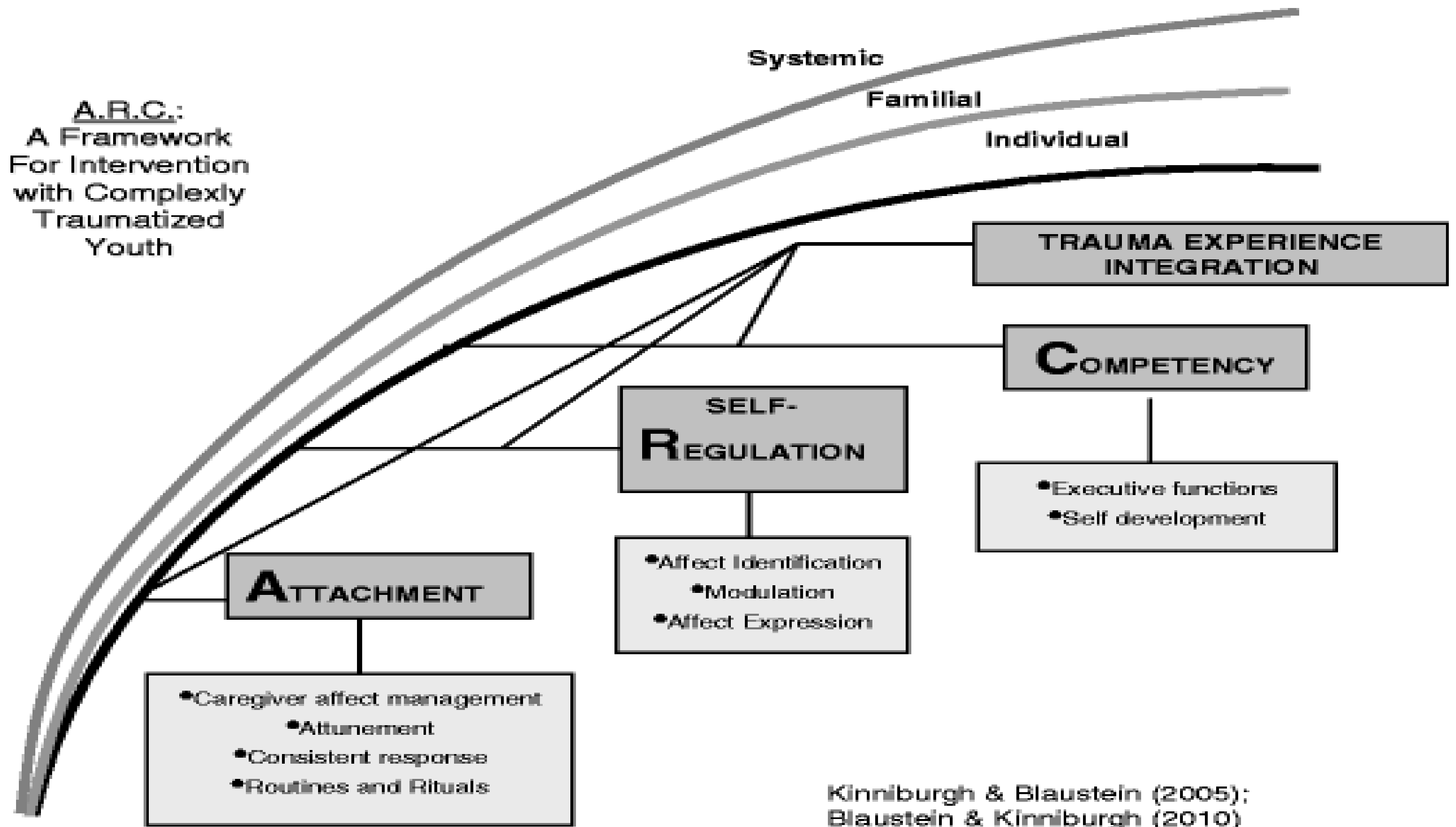
In collaboration with the IWS, MOE and whanau, to provide programmes for our students that will enable them to:

- Maximise their learning, strengths and potential and develop positive and pro-social behaviours.
- Enhance their cultural identity and self-efficacy.

Successfully transition back to their whanau, school and community.



**A.R.C.:**  
A Framework  
For Intervention  
with Complexly  
Traumatized  
Youth



Kinniburgh & Blaustein (2005);  
Blaustein & Kinniburgh (2010)

# ***ARC Model at Westbridge***

***Attachment:*** This focuses on strengthening the caregiving system surrounding students through enhancing supports, skills, and relational resources of staff.

***Regulation:*** Many young people who experience trauma are referred to Westbridge as a result of difficult behaviours and out of control emotions. Underlying these challenges is often a difficulty with regulation – of feelings, of thoughts, and of physical experience. Emotional regulation is addressed primarily using the Zones of Regulation.

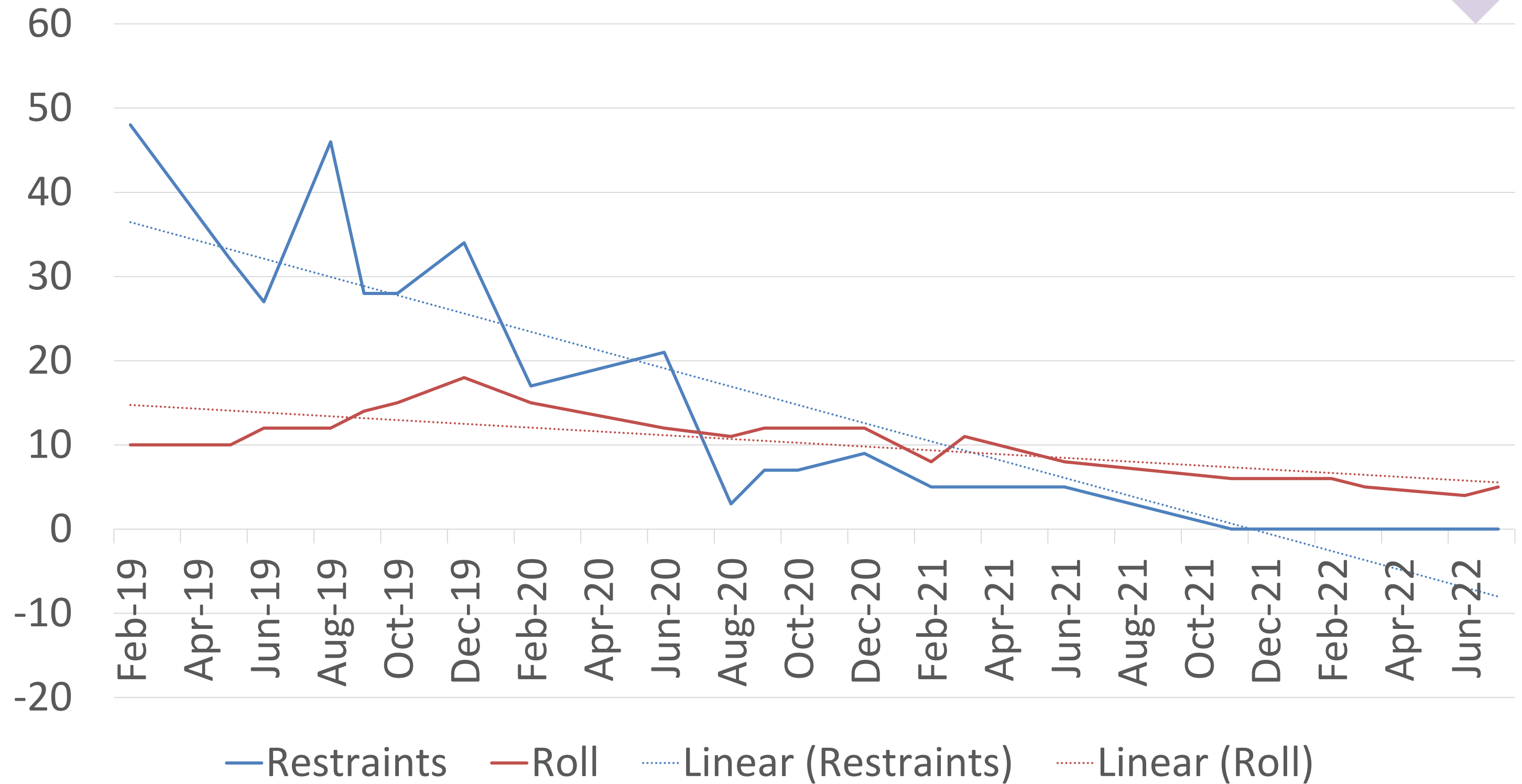
***Competency:*** This is about increasing positive / resilient outcomes students. Competency goals include increasing opportunity for choice and empowerment, and skill in recognizing choice points and in effective decision-making. Competency is encouraged through the students' personal goal system on entry into Westbridge.

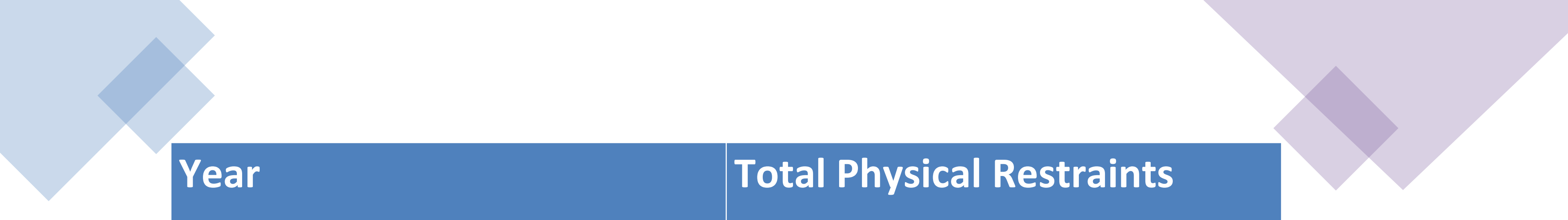


# Behavioural Versus Trauma informed approaches


**Motivation** is a key consideration here. Children with a trauma background are already motivated to do well but **can't** because their early experience and trauma have wired their nervous system in a way that makes it extremely difficult keep their emotions in check and deal with frustration. To help, what is needed isn't more motivational enhancements ***but environments that help children feel safe and supportive adults who can teach and model regulatory skills in a more flexible, less punitive manner.*** Our new band system acknowledges this.

# Restraints and The School Roll

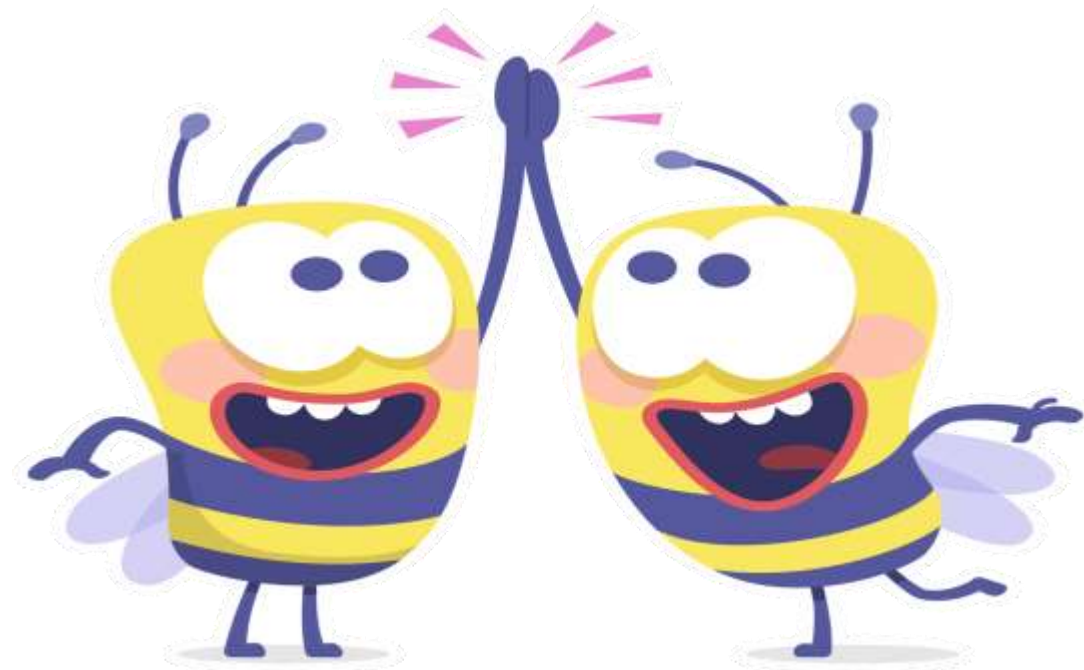




Year	Total Physical Restraints
2019	243
2020	64
2021	15
2022	0
2023	0



**How?**



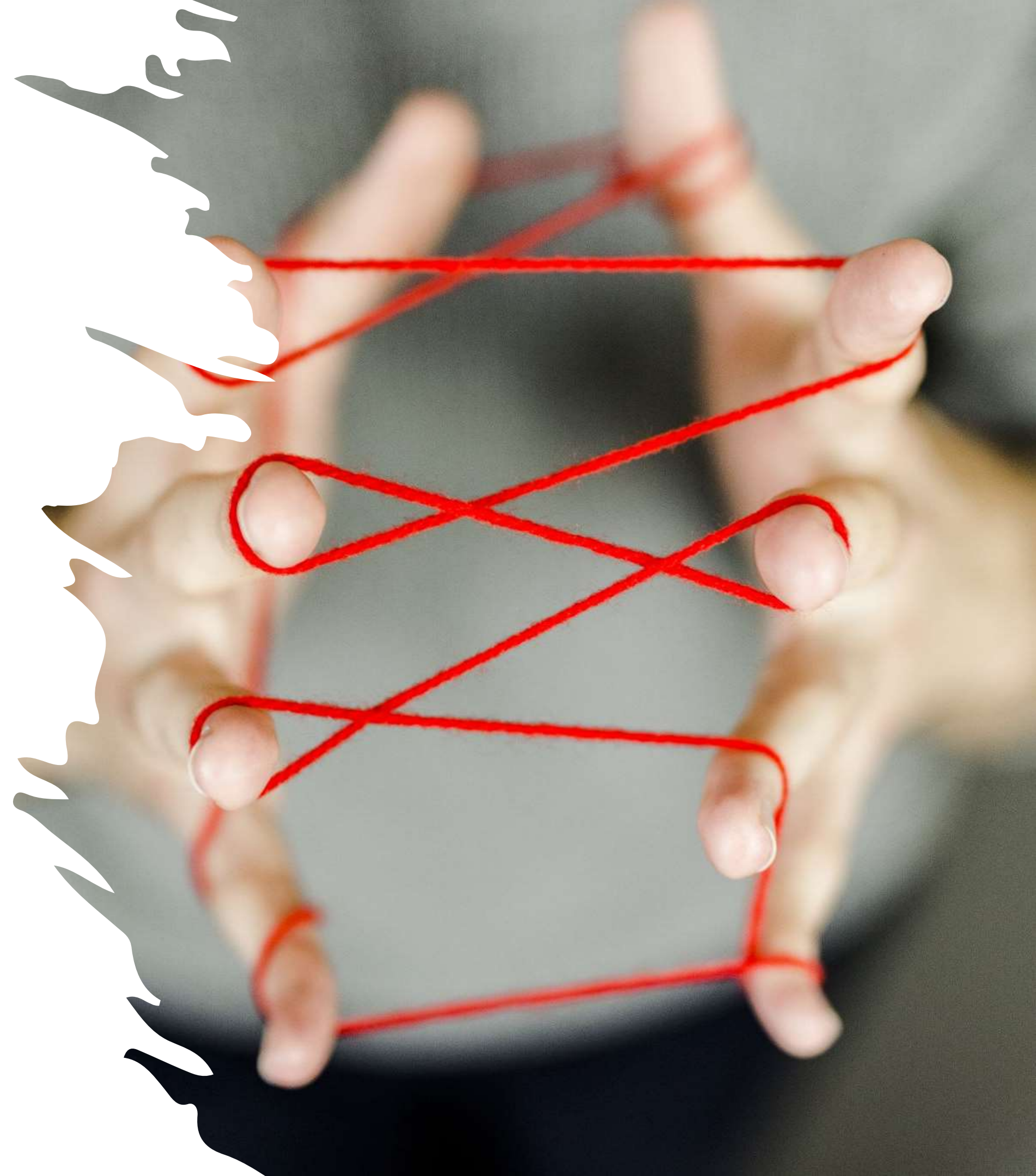
## Important Factors

- Trauma Informed Journey – restraint re-traumatising
- Staff injury data – positive correlation with restraints
- Covid – less physical contact
- Political pressure
- Sabbatical 2021 and plan to eliminate



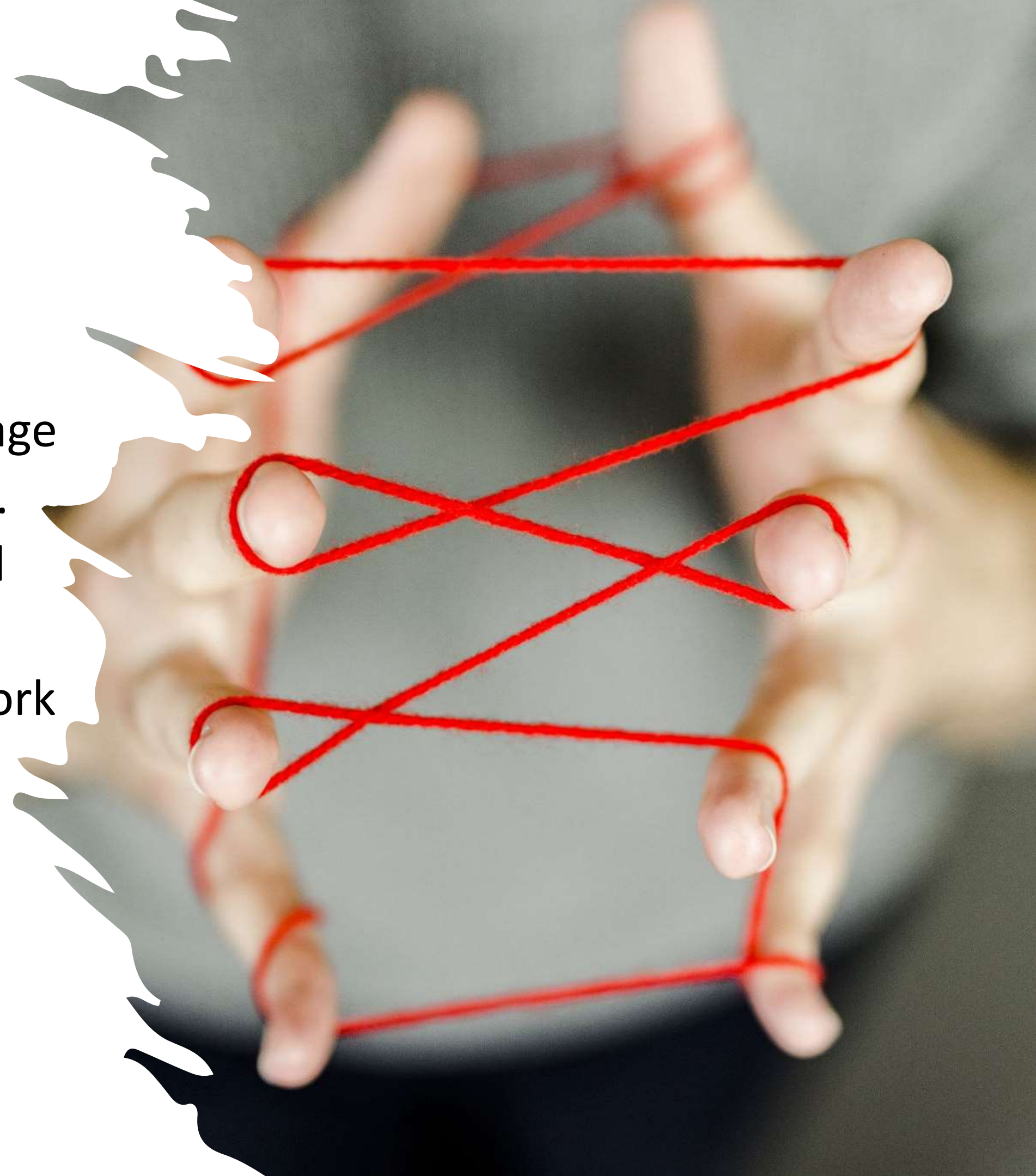
## Sabbatical Report 2021

**Purpose:** To consider the question of physical restraint at Westbridge and the possibility/desirability of moving from minimising its use to eliminating its use.



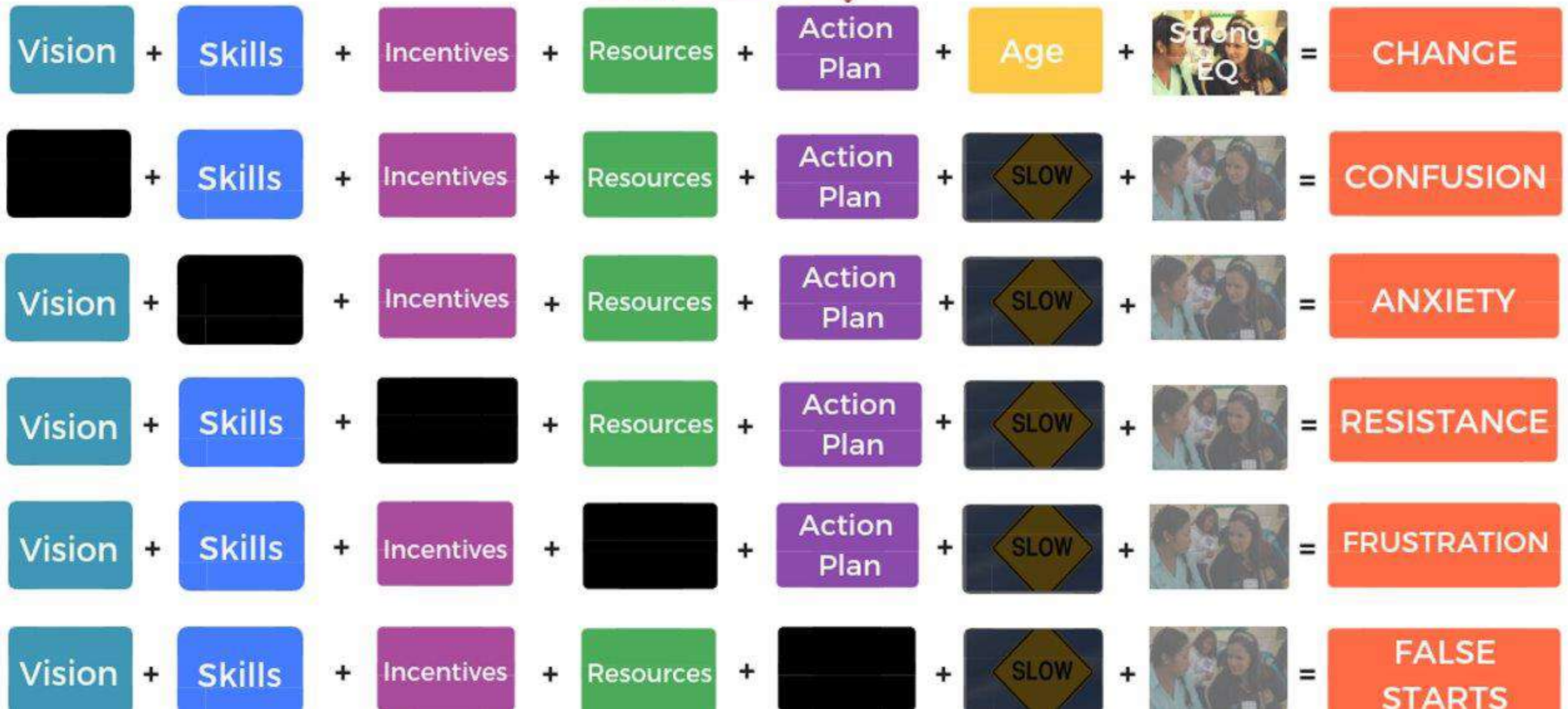
# Methodology

1. Considering the trauma-informed literature around the use of physical restraint to manage young people from a background of trauma.
2. Considering the school data around physical restraint
3. Using a suitable change model as a framework for meeting the purpose of the sabbatical focus.



# Managing Complex Change

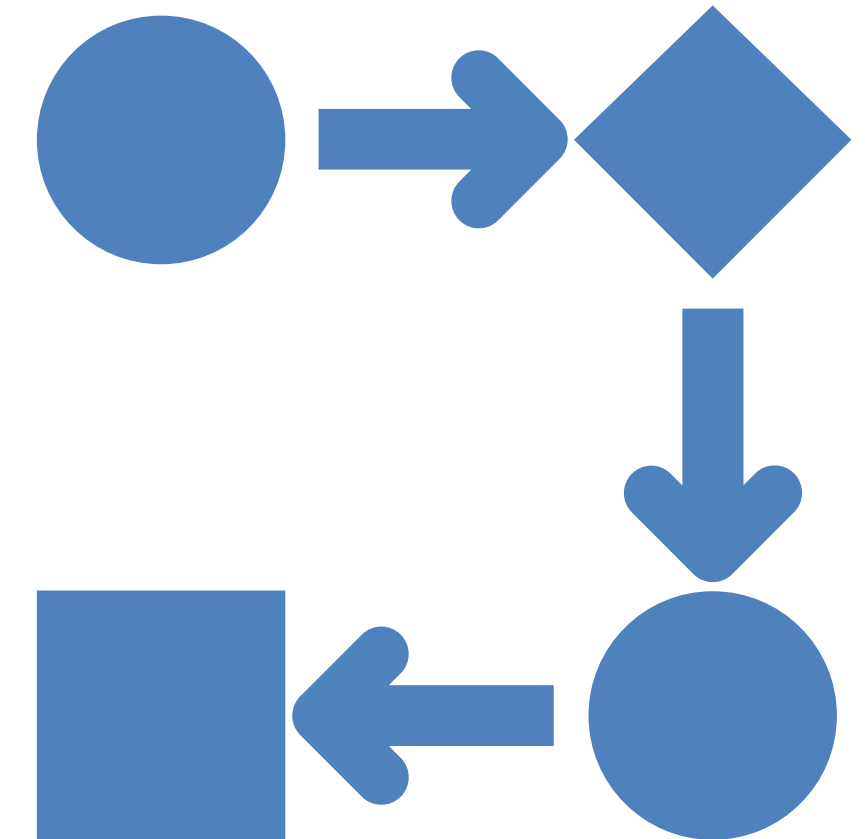
KPF Kristie Pretti-Fontczak





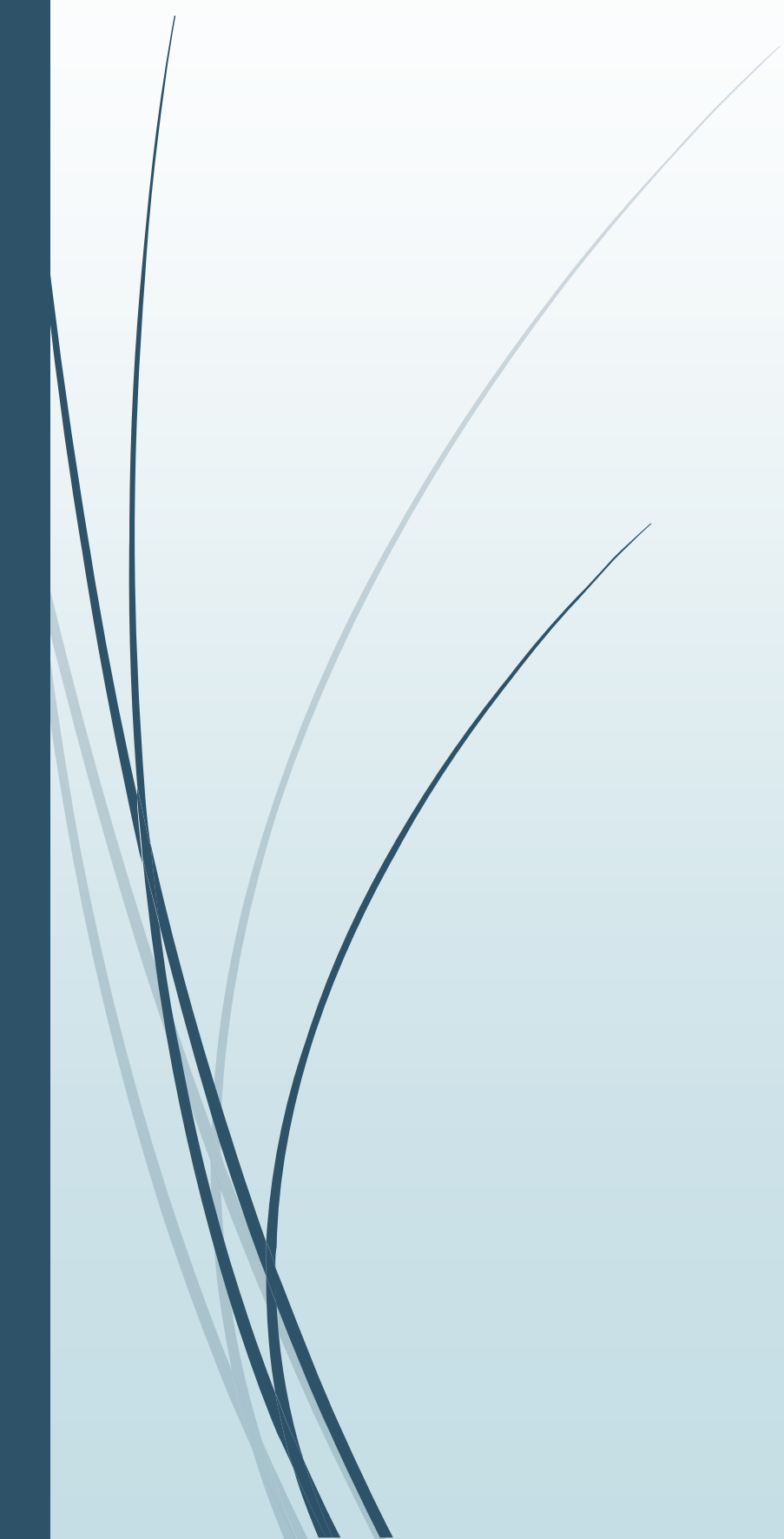
## Vision

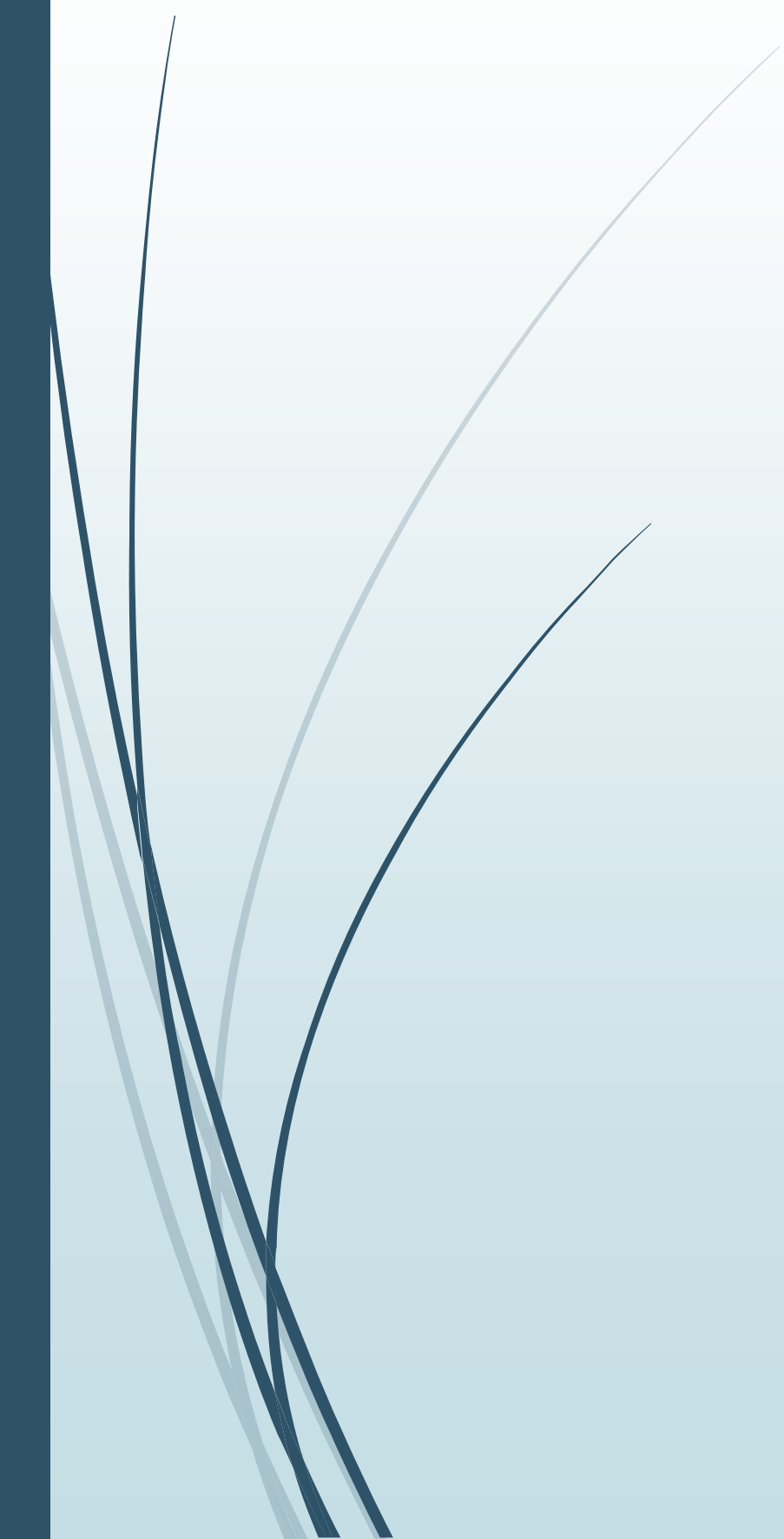
- Need a personal vision before a shared vision - Without a personal vision there is no shared vision
- 'All students benefit from a staff that are so highly skilled in de-escalation techniques that physical restraint is no longer a required or desired intervention'
- Work with staff on a shared vision
- Know Your Why - Video from Michael Jr

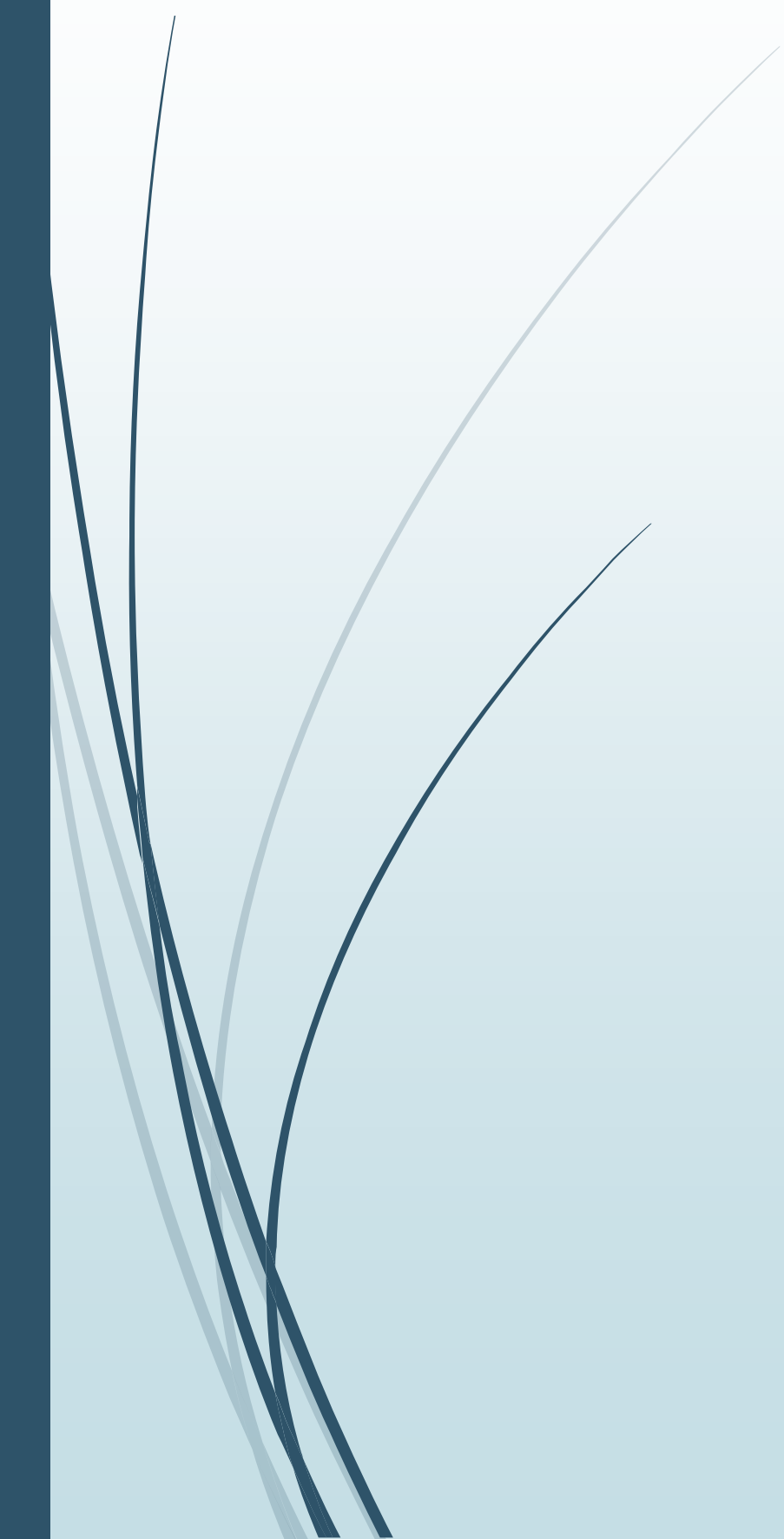


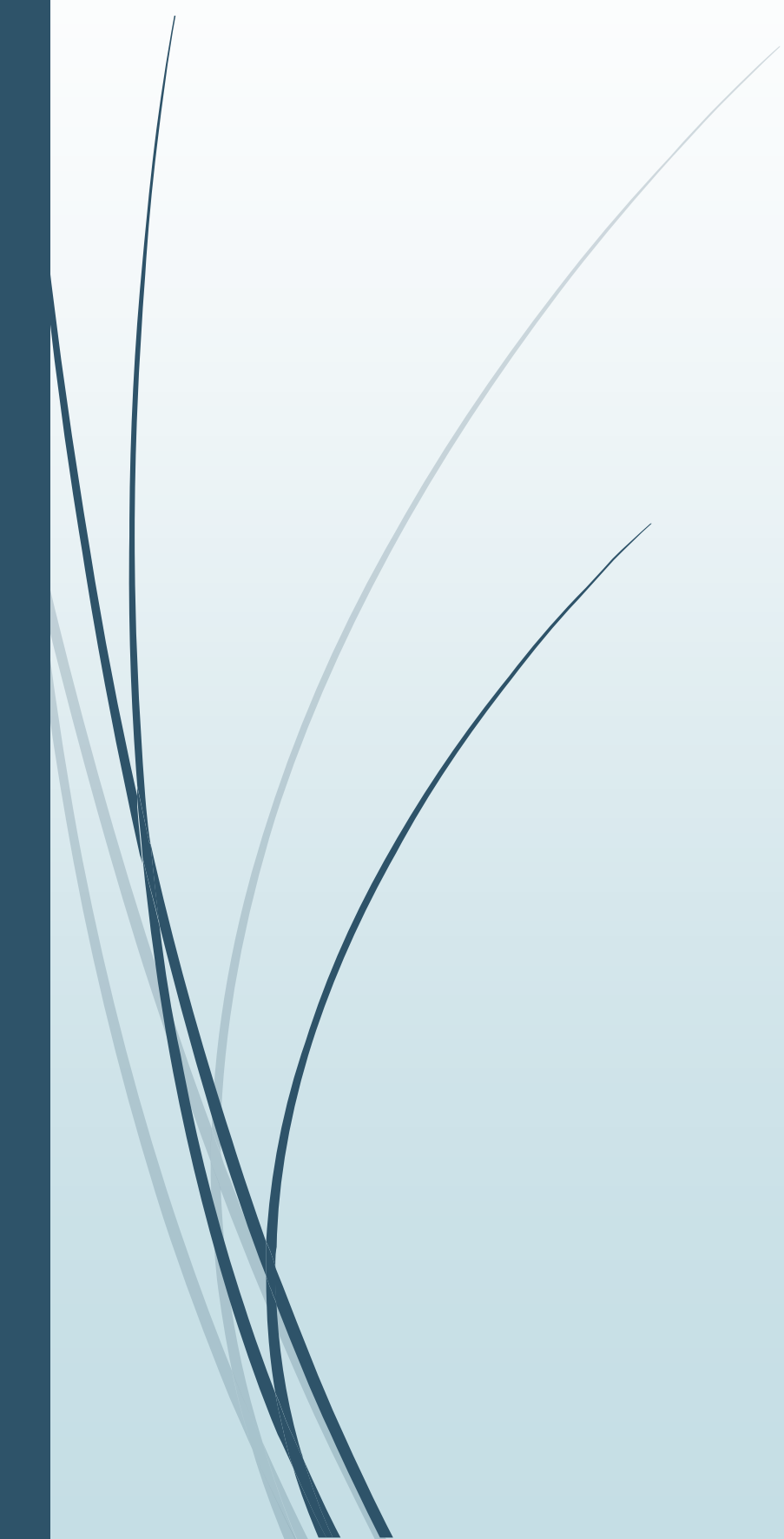
# Know Your Why

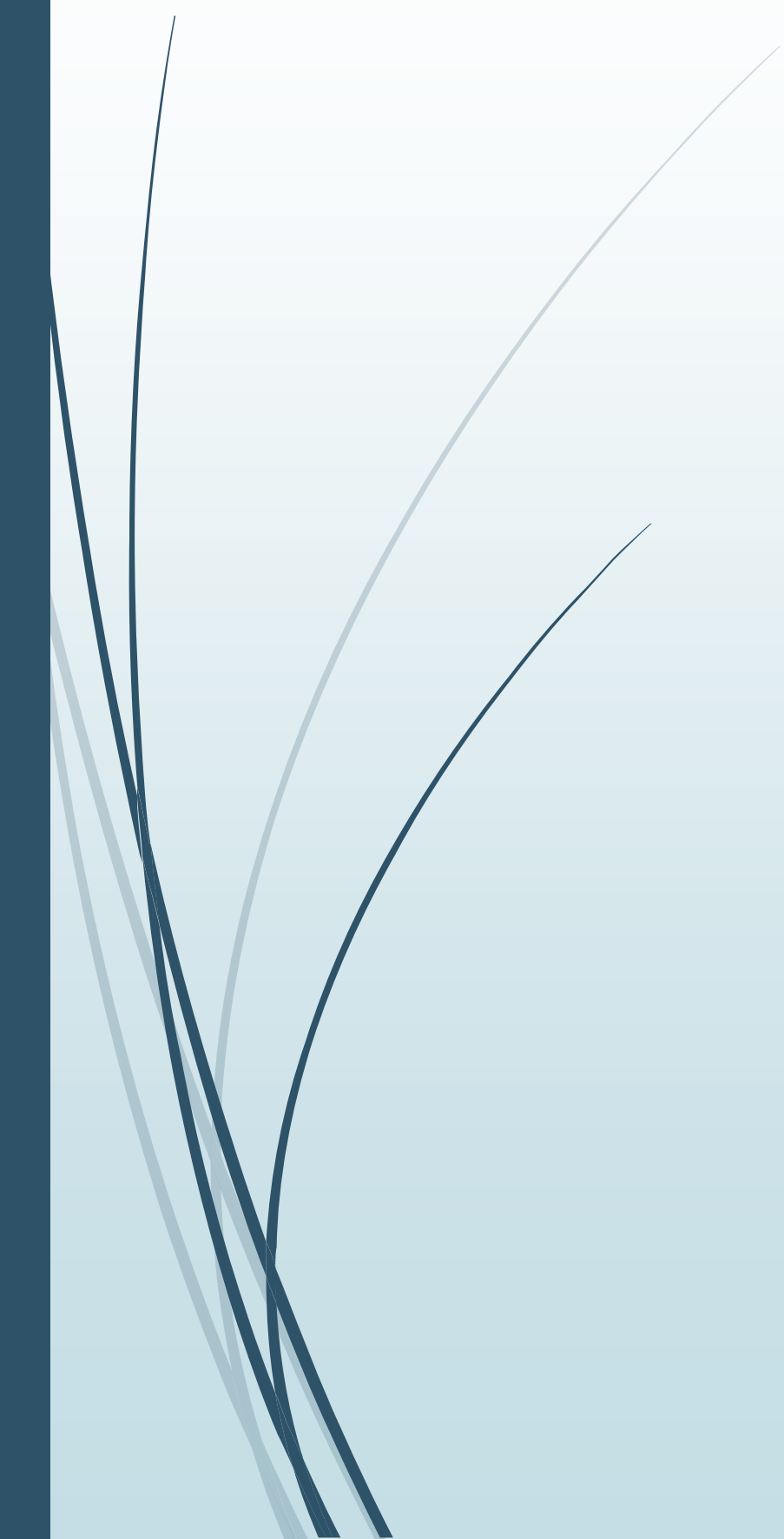
**MICHAEL** **JR.**

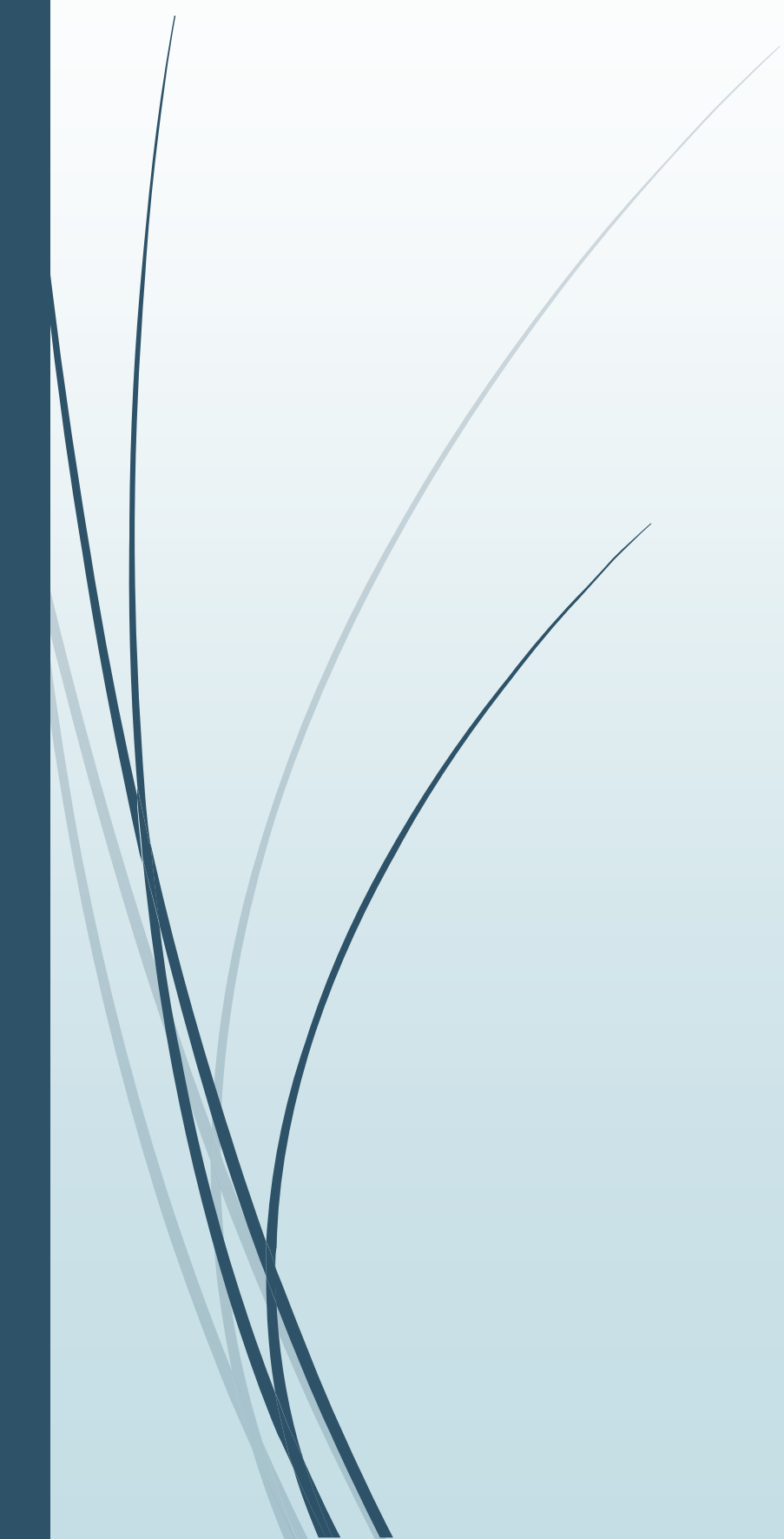




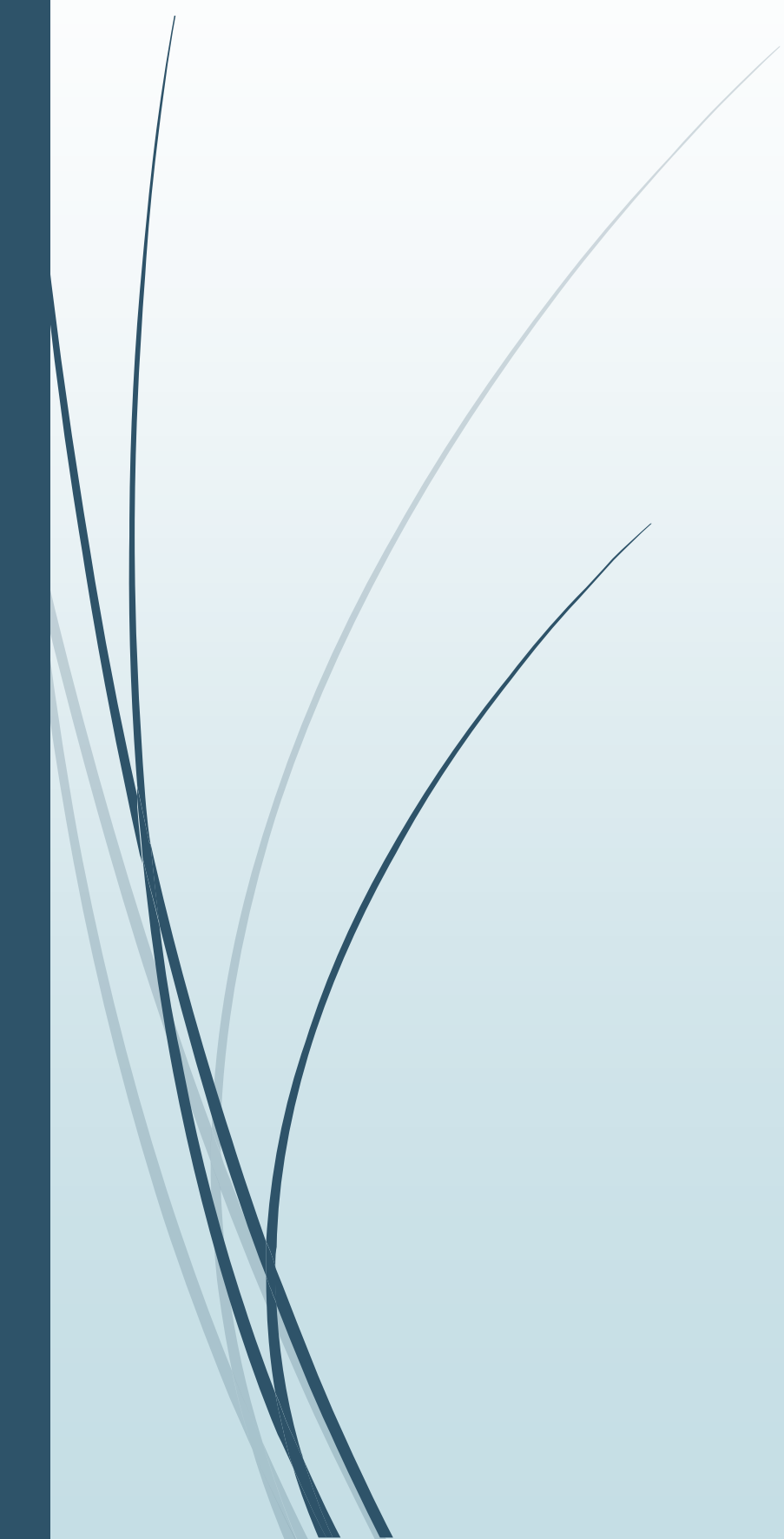


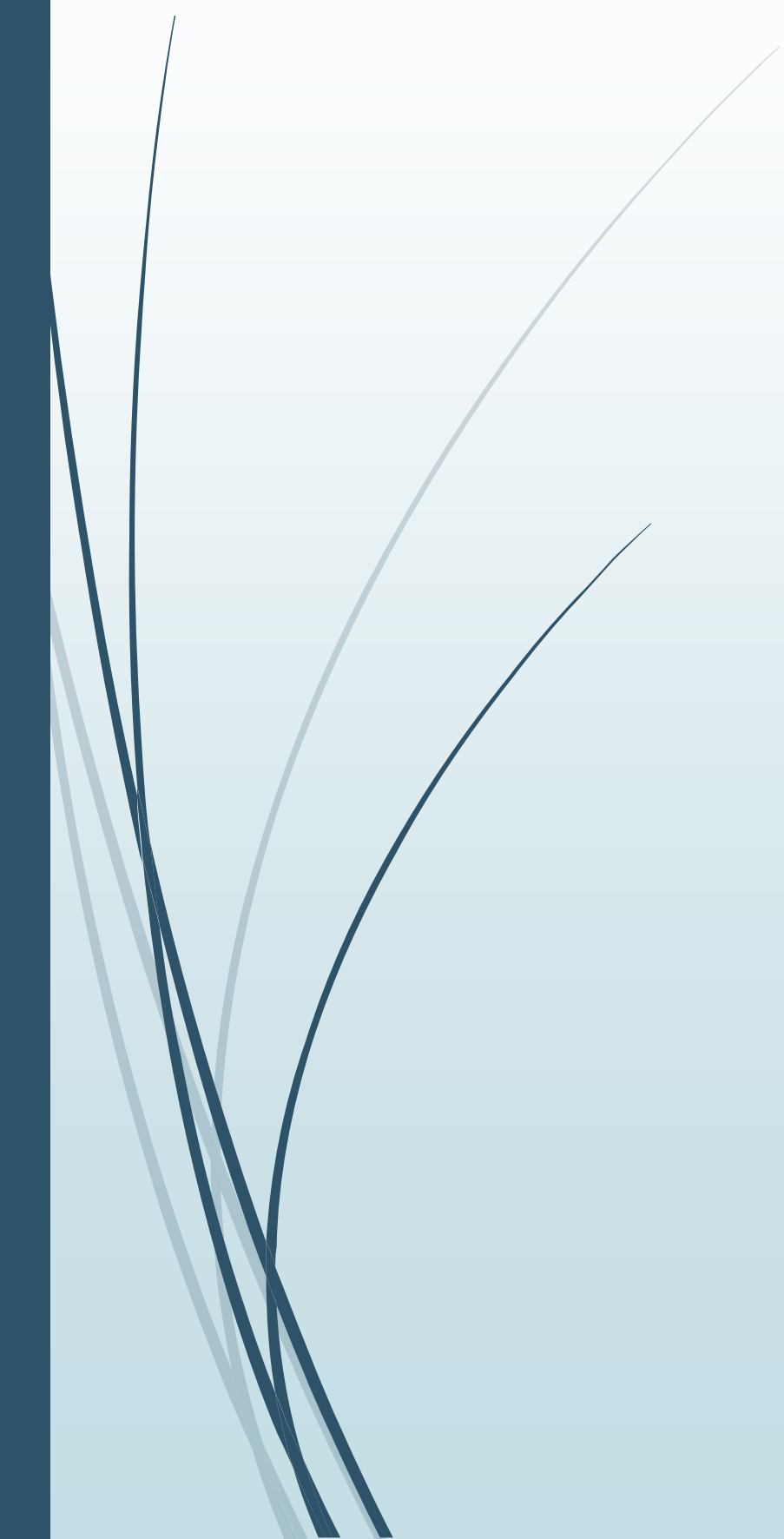


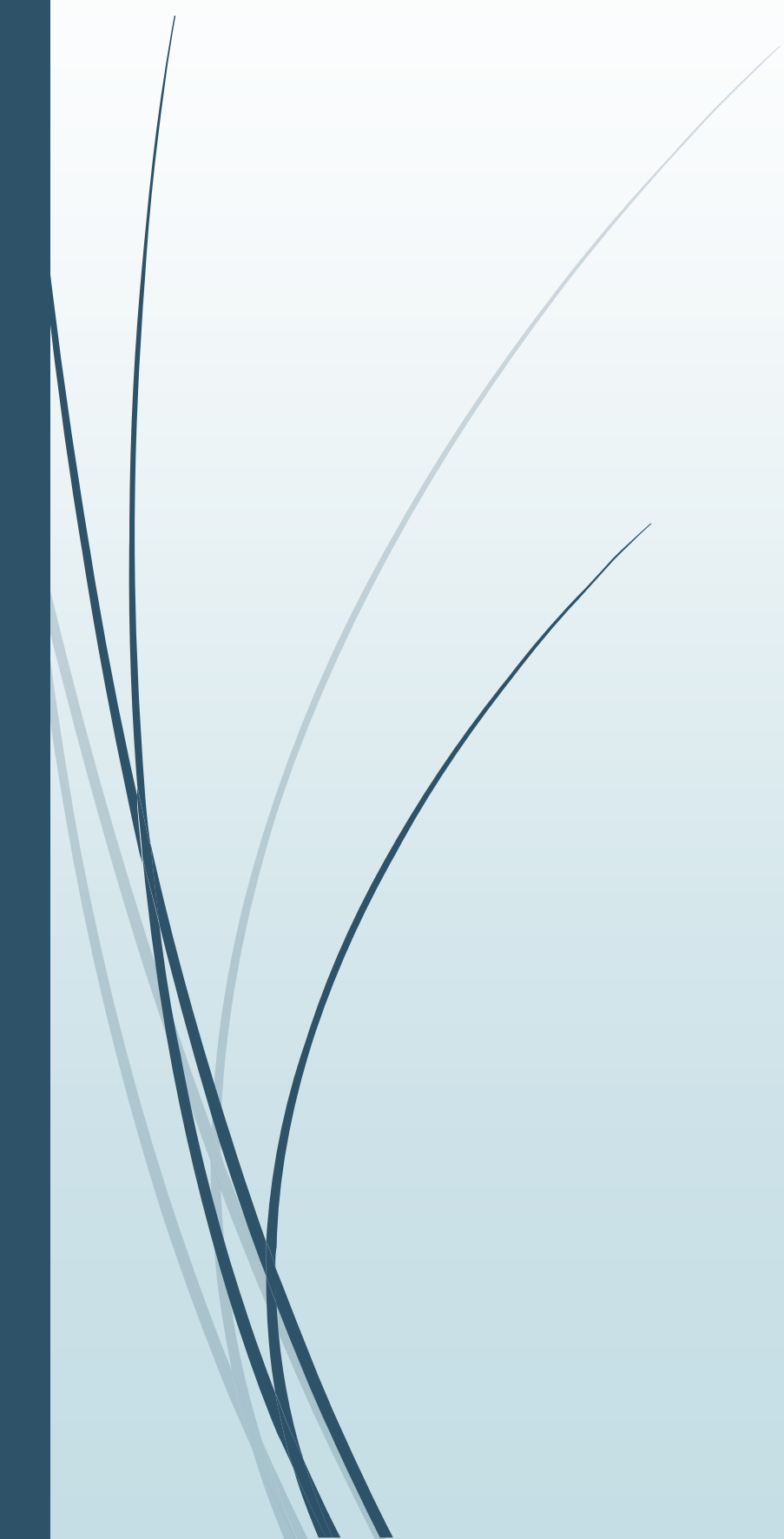


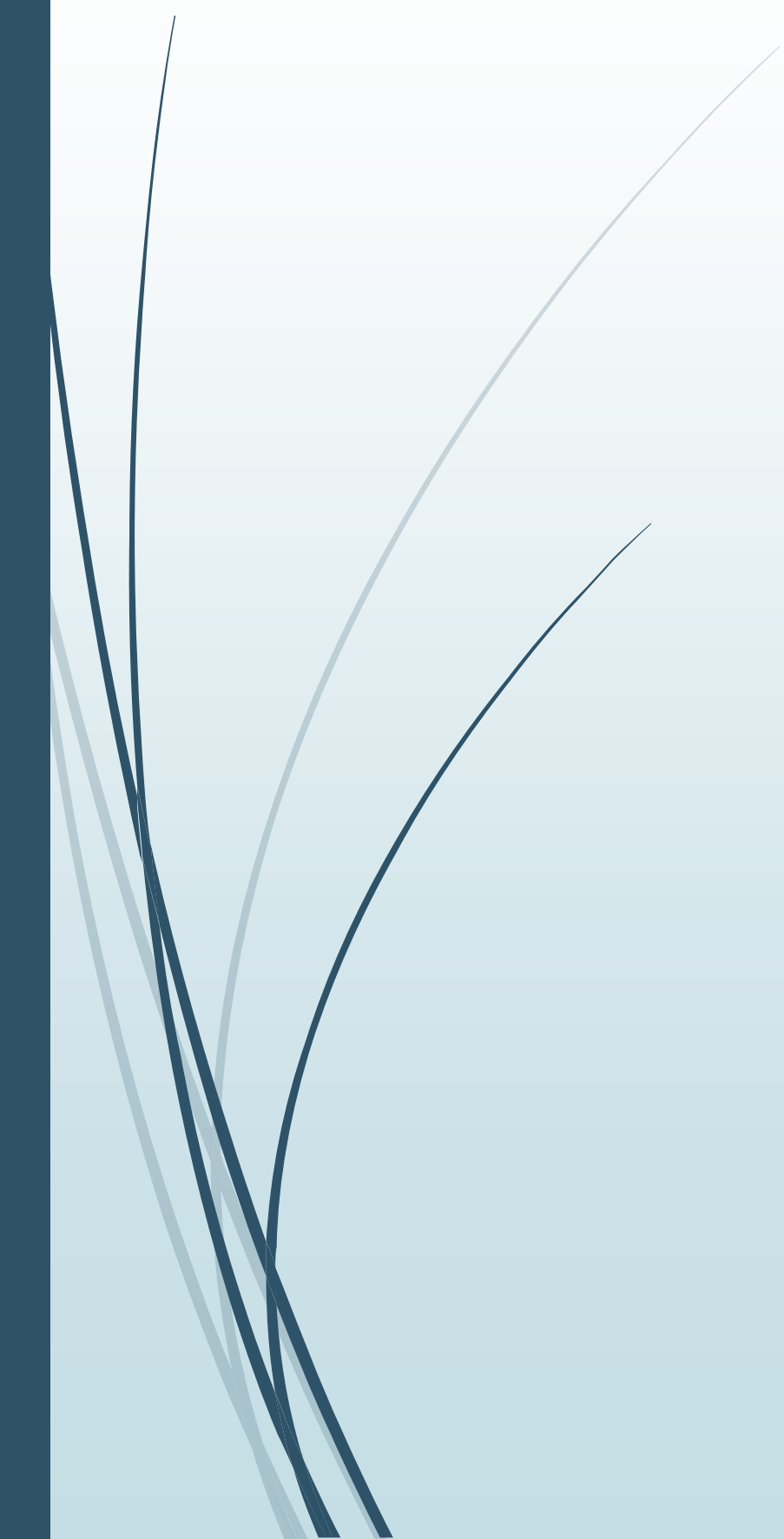


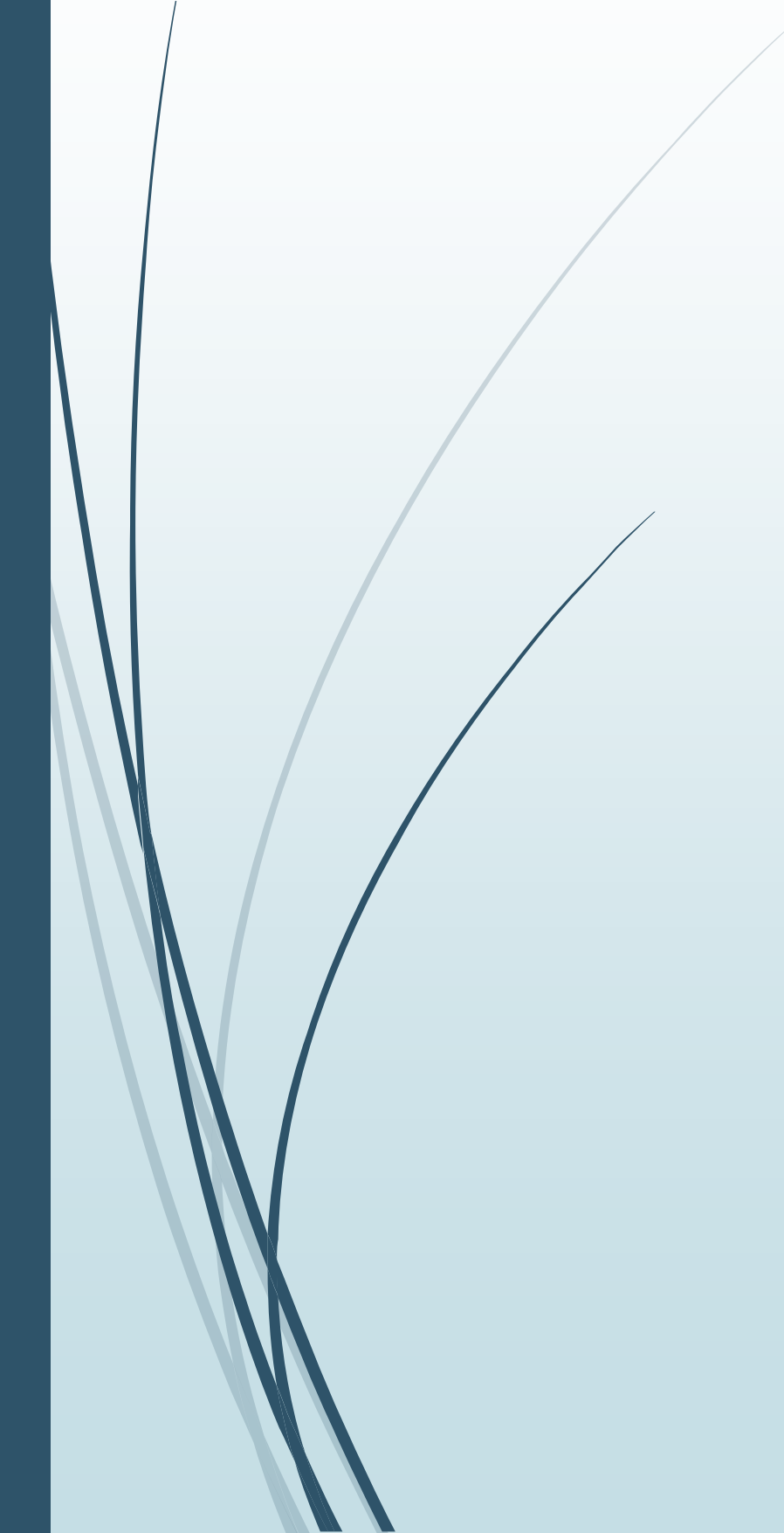


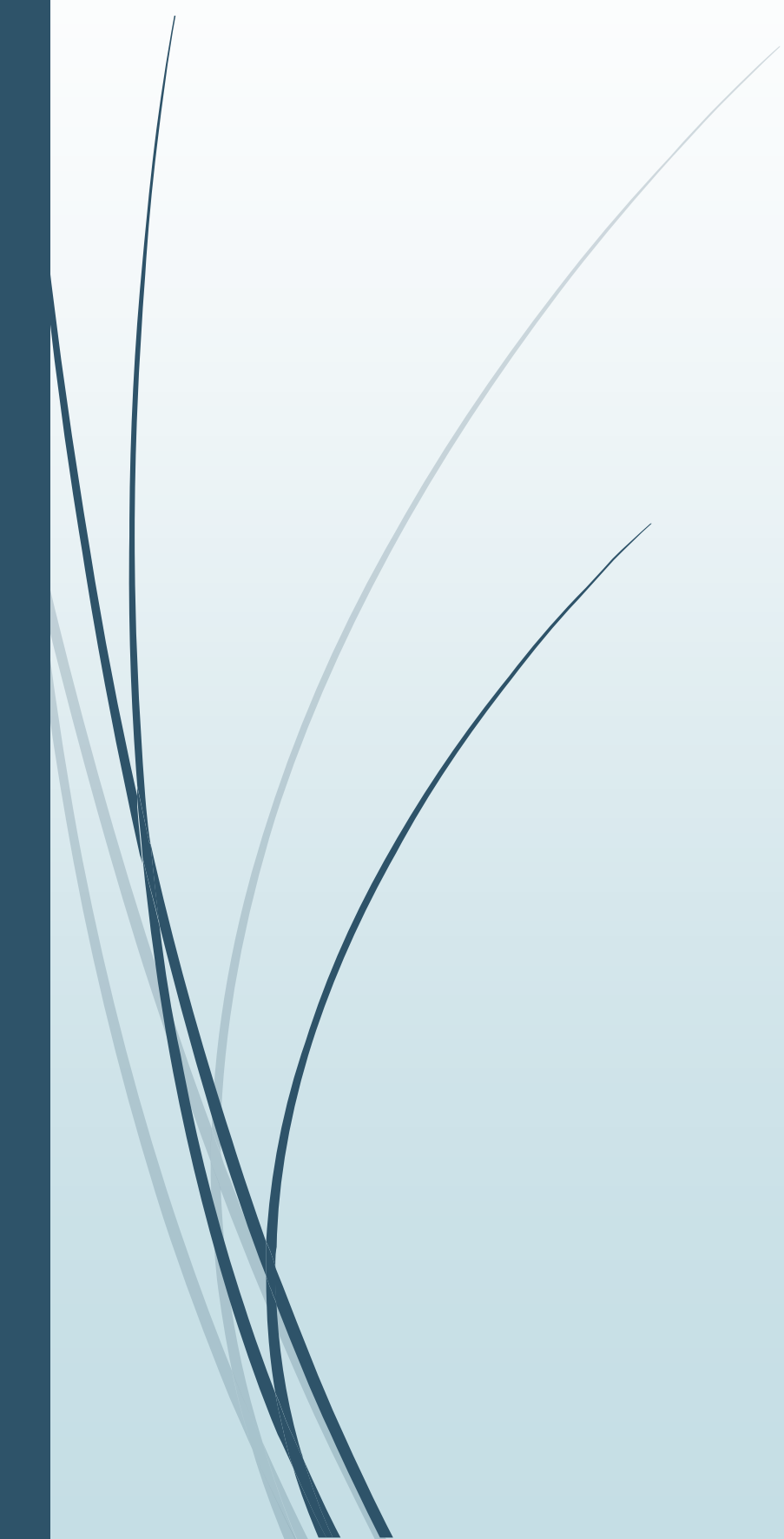


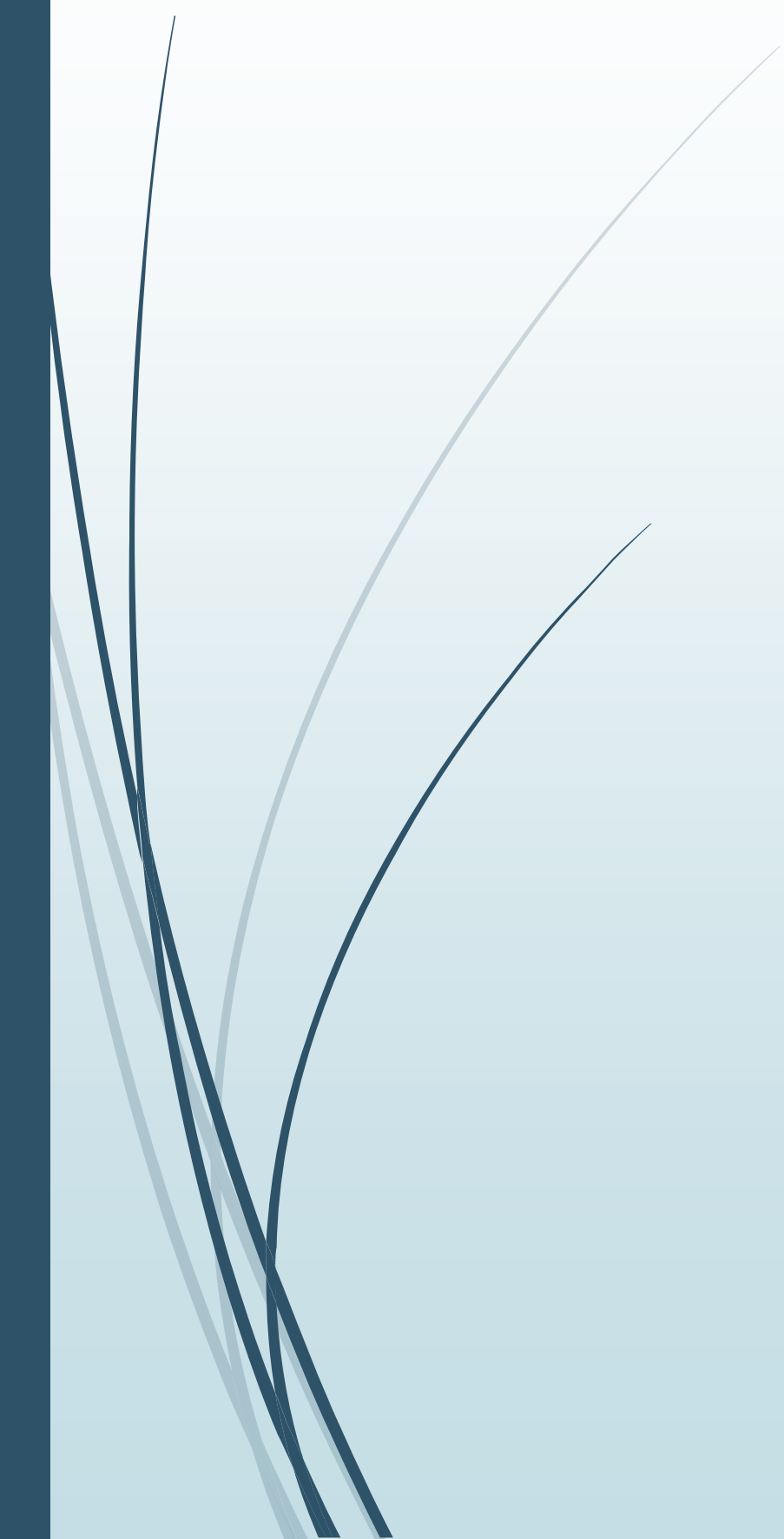


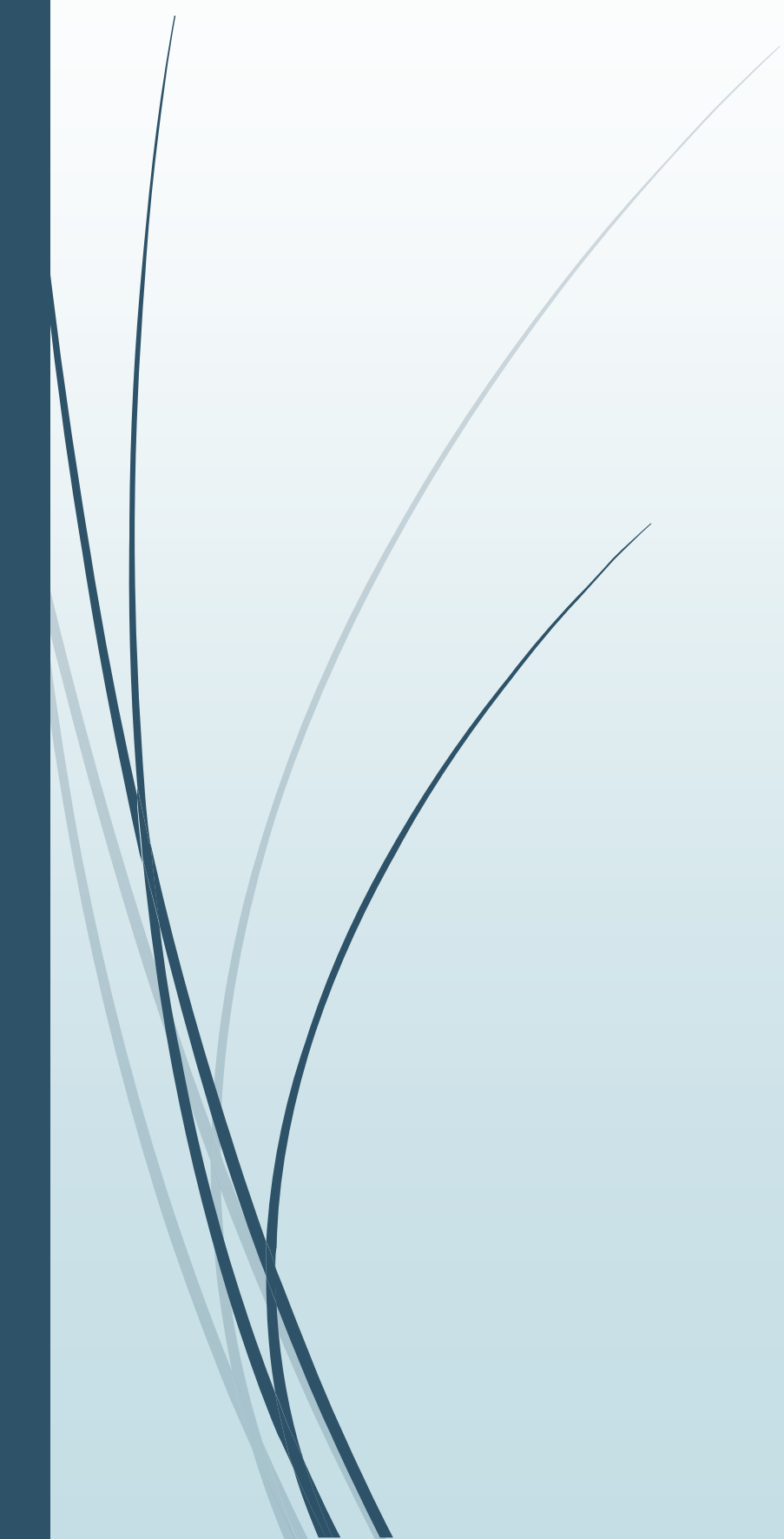




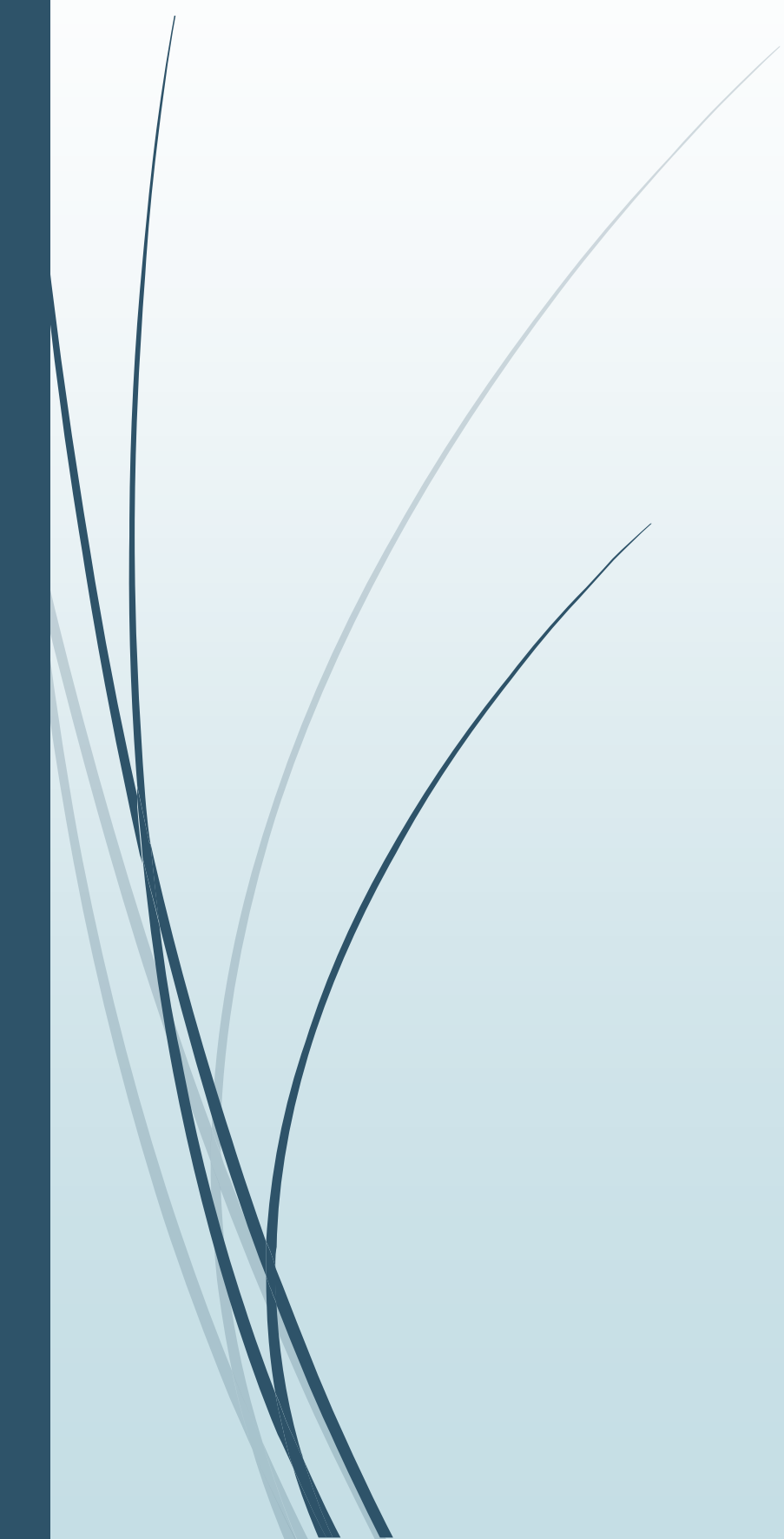


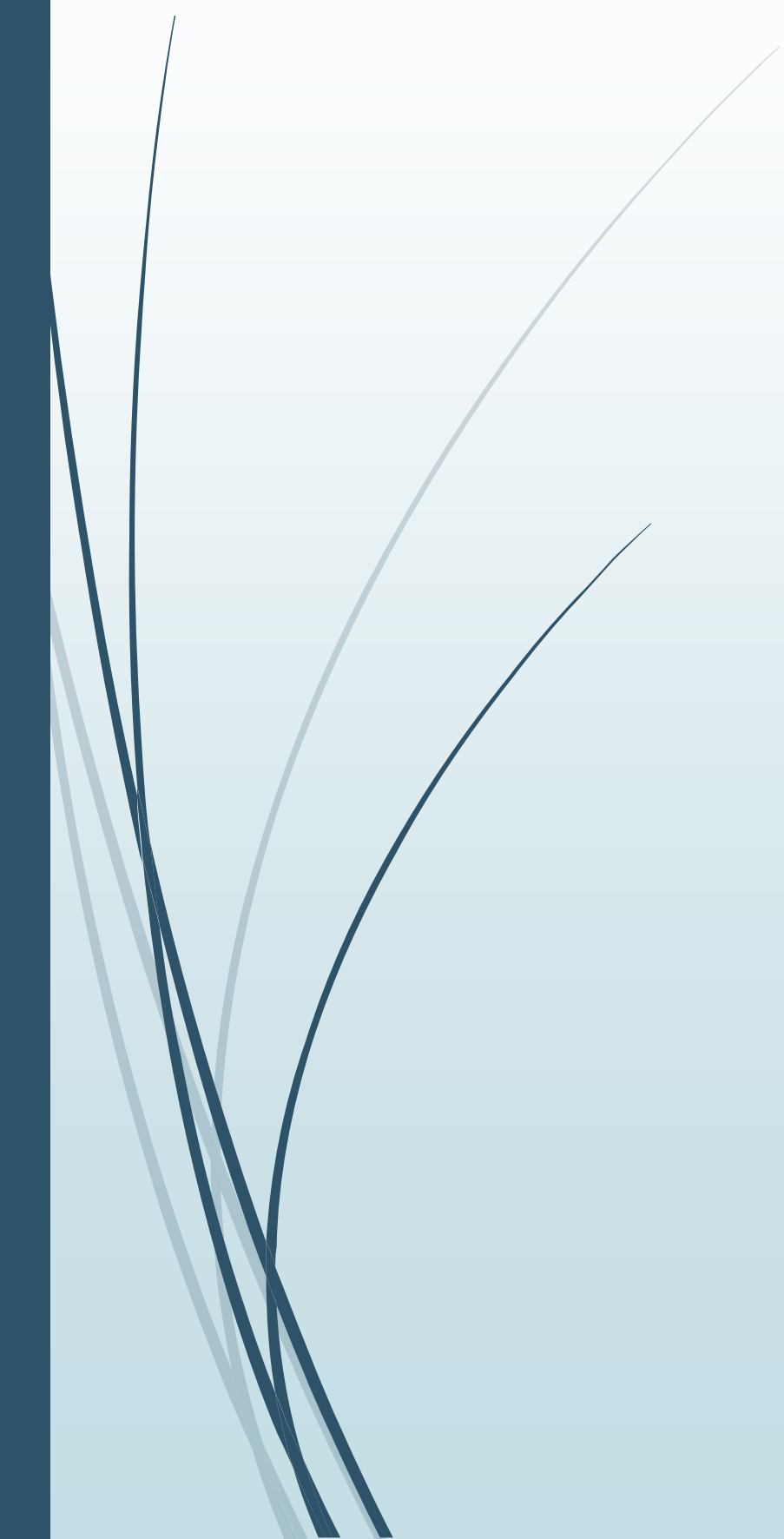


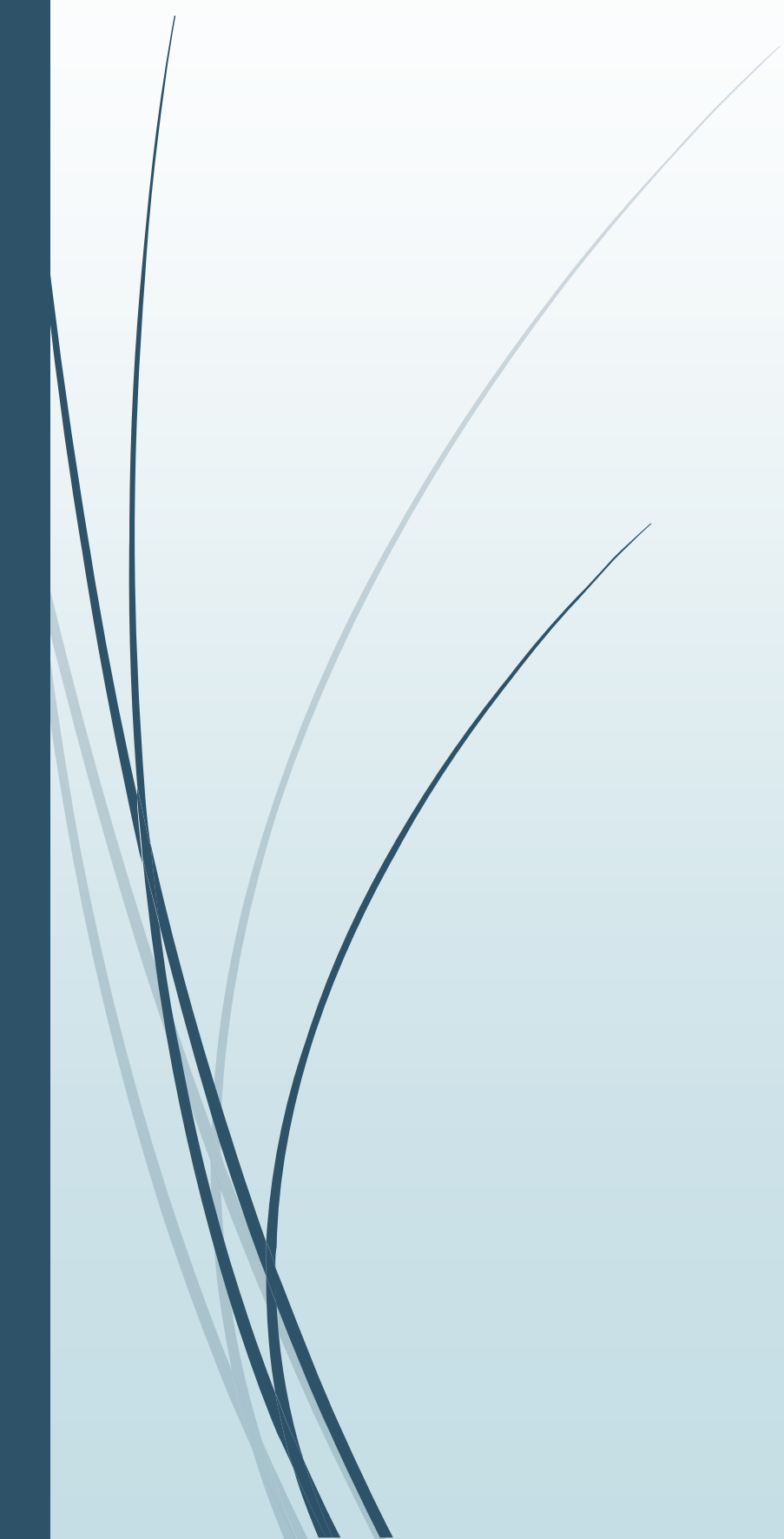


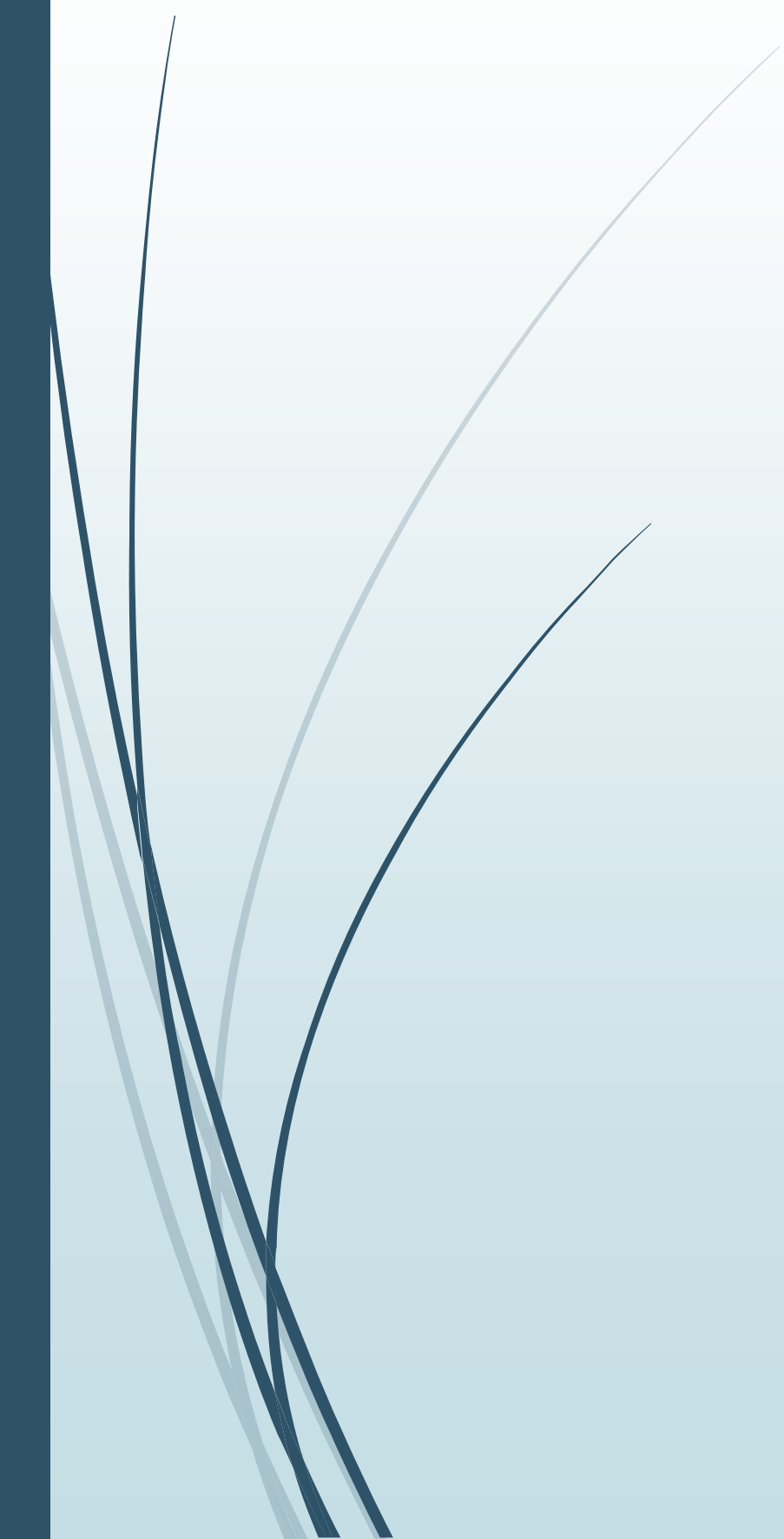


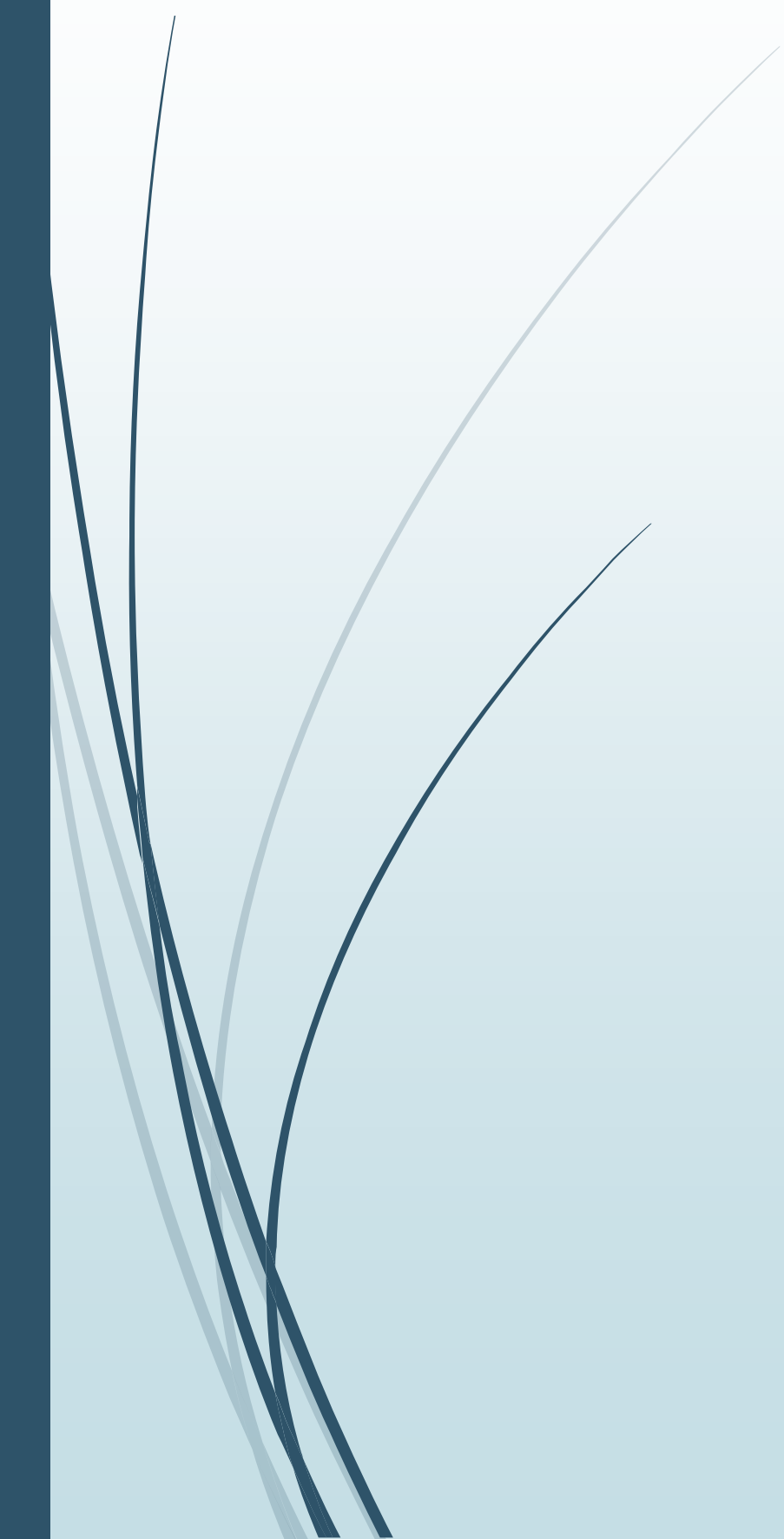


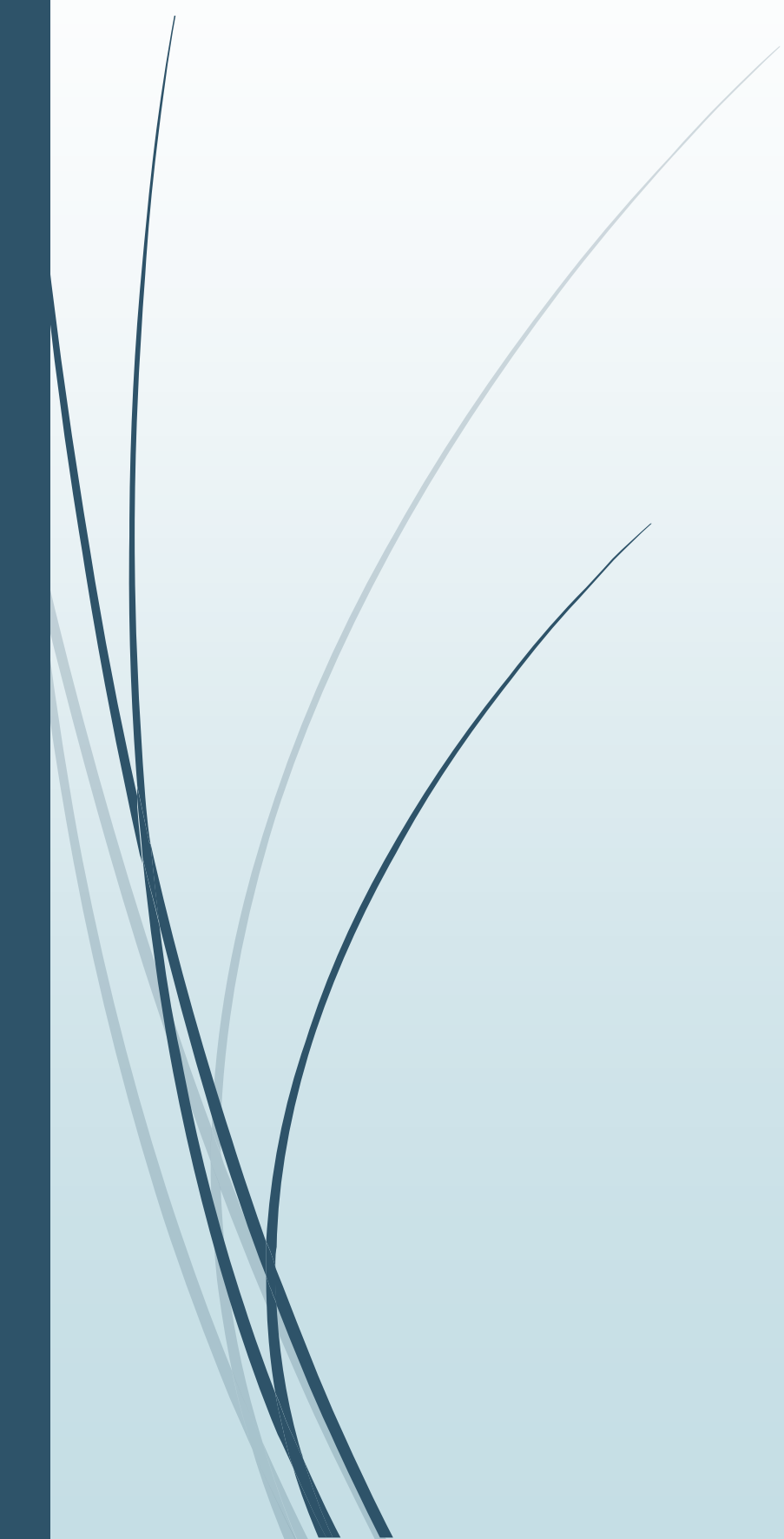


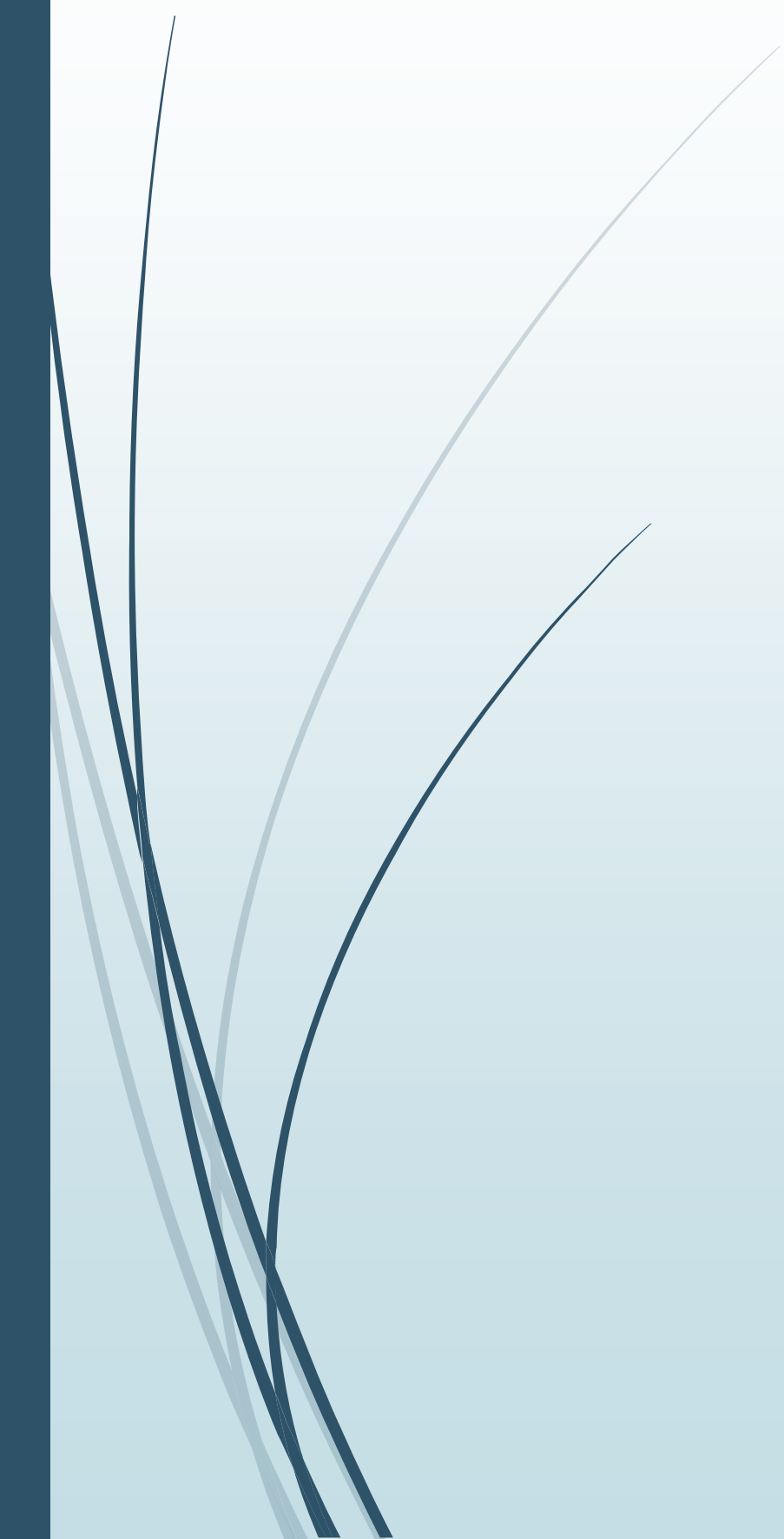


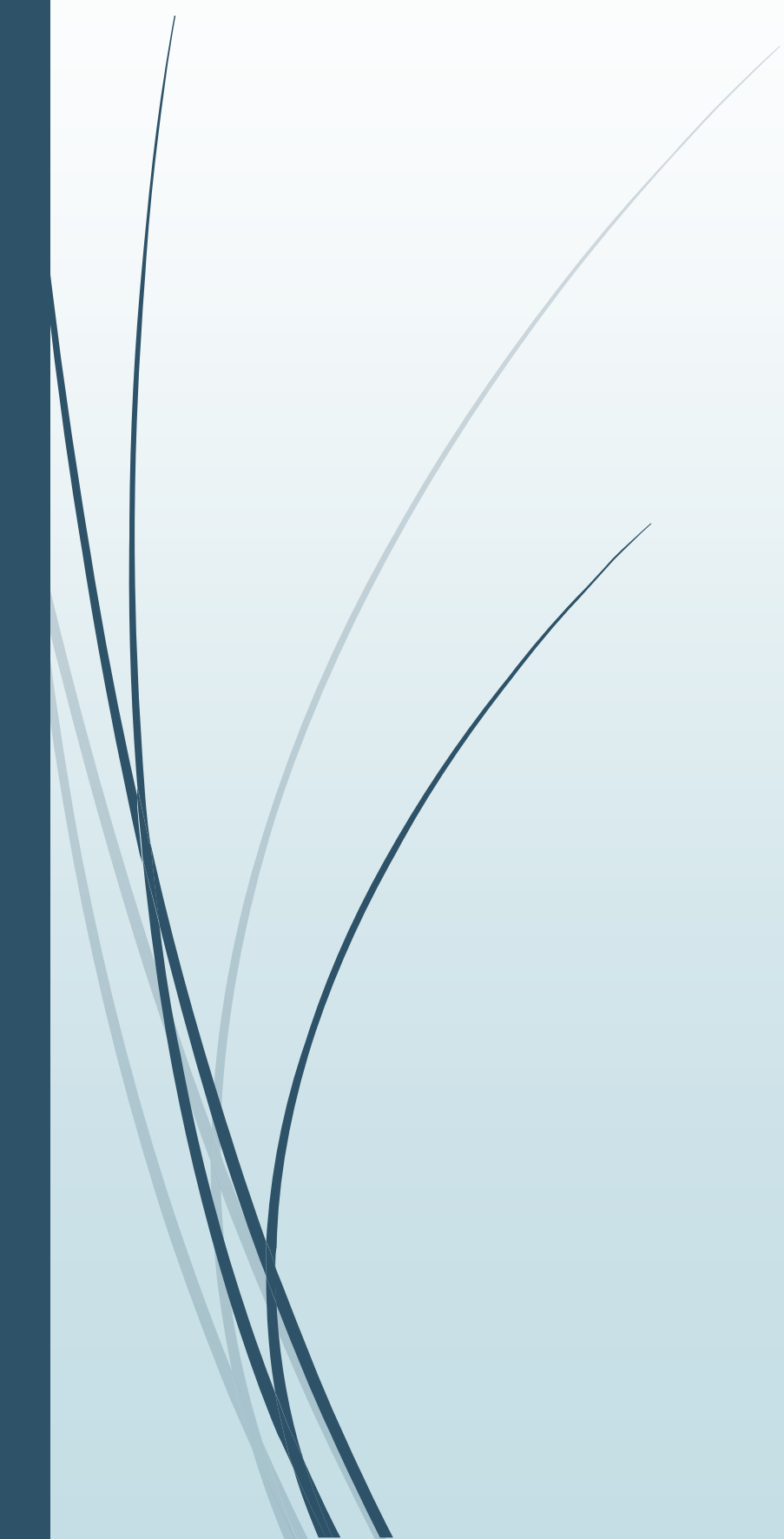








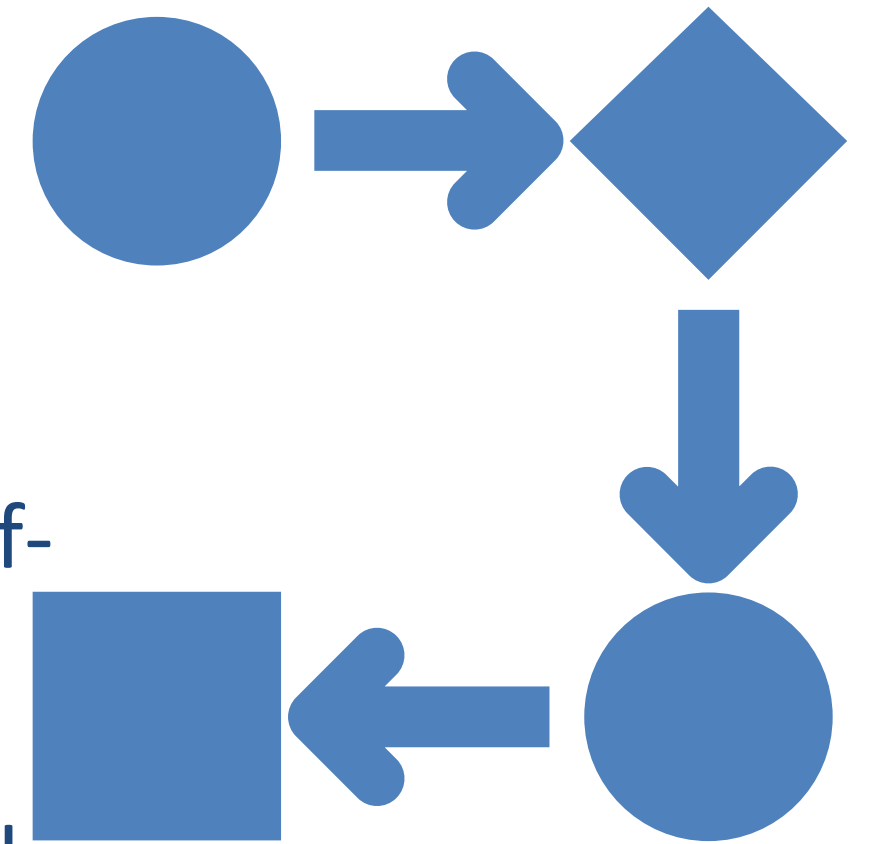






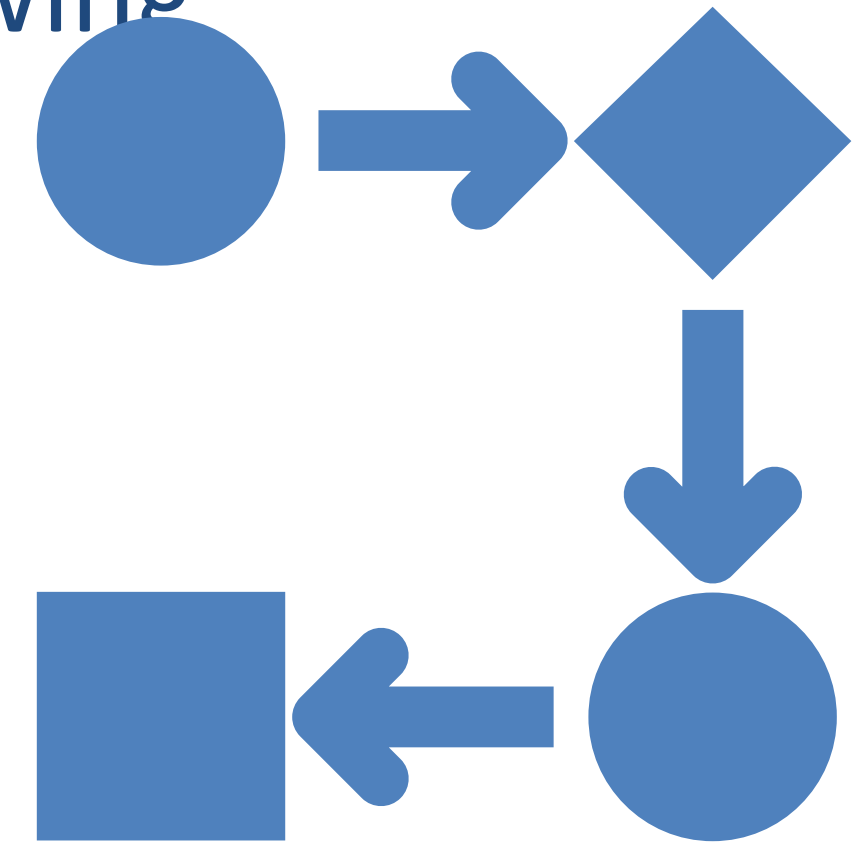
## Skills

- Focus on the excellent de-escalation strategies that are part of Safe Crisis Management (SCM)
- Staff considering their own responses to challenging behaviours. Self-awareness
- Enabling staff to become more aware of the need to know individual safety plans and how best to respond



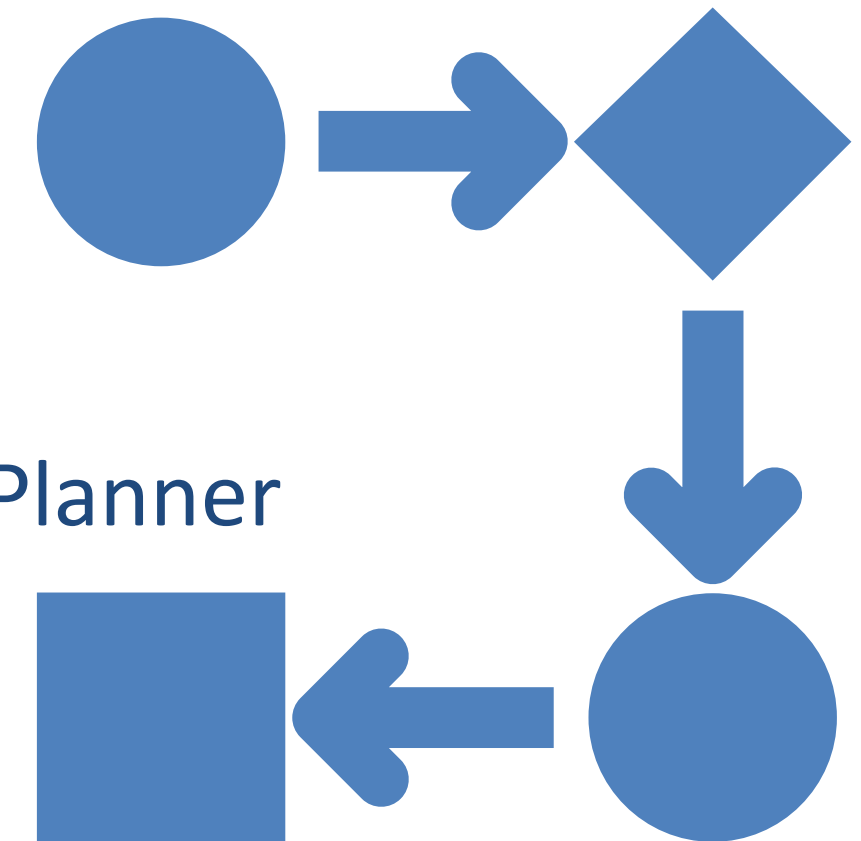
# Incentives

- Building on best practice – scaffolding (not throwing everything out)
- What better outcomes might we get for our students?
- How might our work environment/culture be transformed?



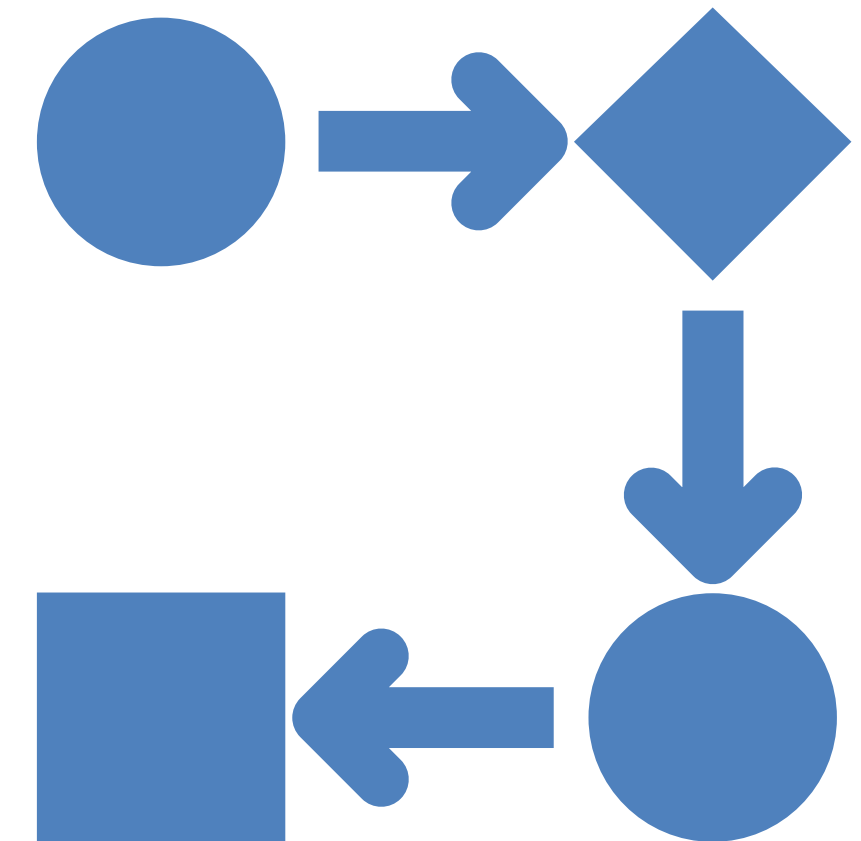
# Resources

- Encourage a different way of thinking. That each staff member has unique talents to offer
- ‘Superpowers’ self assessment activity: 8 simple questions  
<https://kristiepf.com/superpowers-self-assessment/>
- Detailed staff descriptors: Solutionary, Constructivist, Unifier, Planner
- Other personality self-assessments



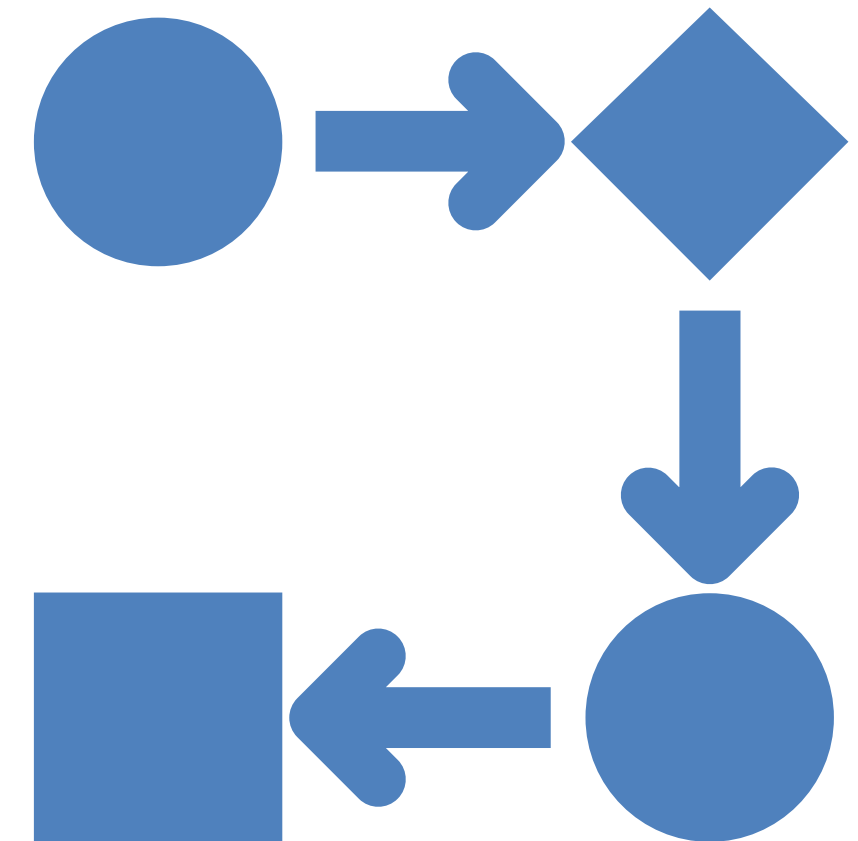
# Action Plan

- Describe the ideal outcome – how could we work towards eliminating restraint from practice?
- Examine our current position - What is working well?
- What does the data tell us?
- Identify the gaps between the ideal outcomes and the current outcomes
- Consider the training requirements – what should the focus areas be?



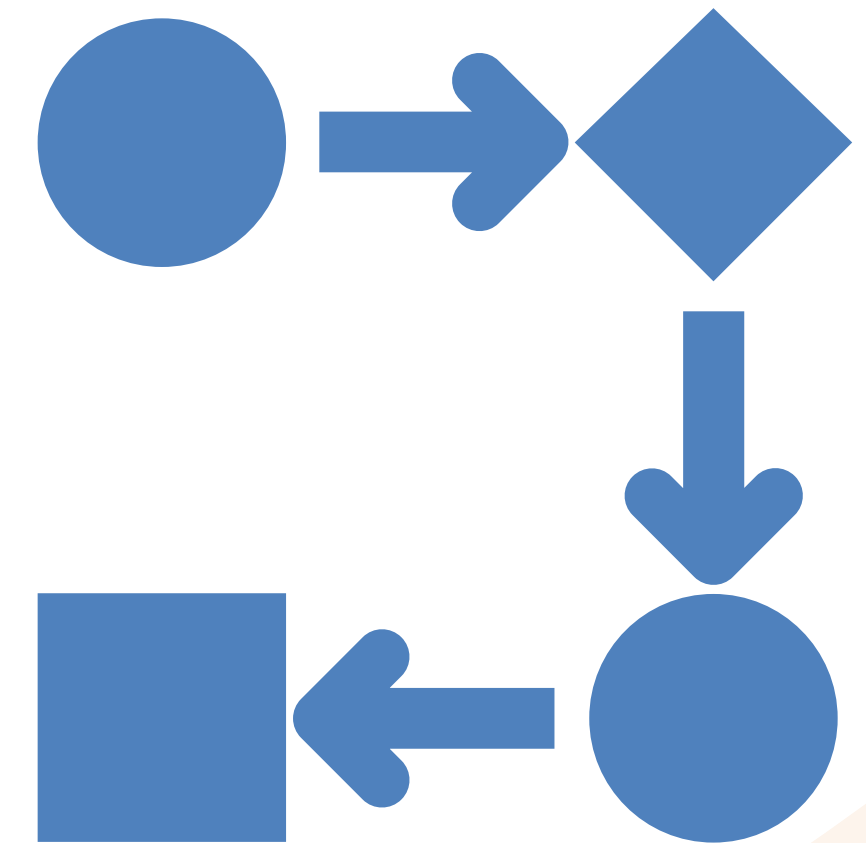
## Age and EQ

- Length of service/ability to adapt to change
- EQ – ability to manage your own emotions and others
- Individual supports that may be needed
- Relative career changes



## Change in Practice

- 'Extended arm' in emergency situations. No Holds.
- Therapeutic changes – sensory items, student goals, co-regulation/self-regulation.
- Structural Changes - Emergency situations dealt with in a less public way
- Formal Safe Crisis Management (SCM) training stopped



# Replacement System – Ukeru



- Principal Training December 2022 – 2 days at Grafton Network, Virginia
- Ukeru Pads ordered
- Leadership team training – February 2023 (8 hours)
- All staff training – groups of 10-12 – February 2023
- Initial staff training – (8 hours)
- Communications – Whanua, existing & new students
- Pad placement



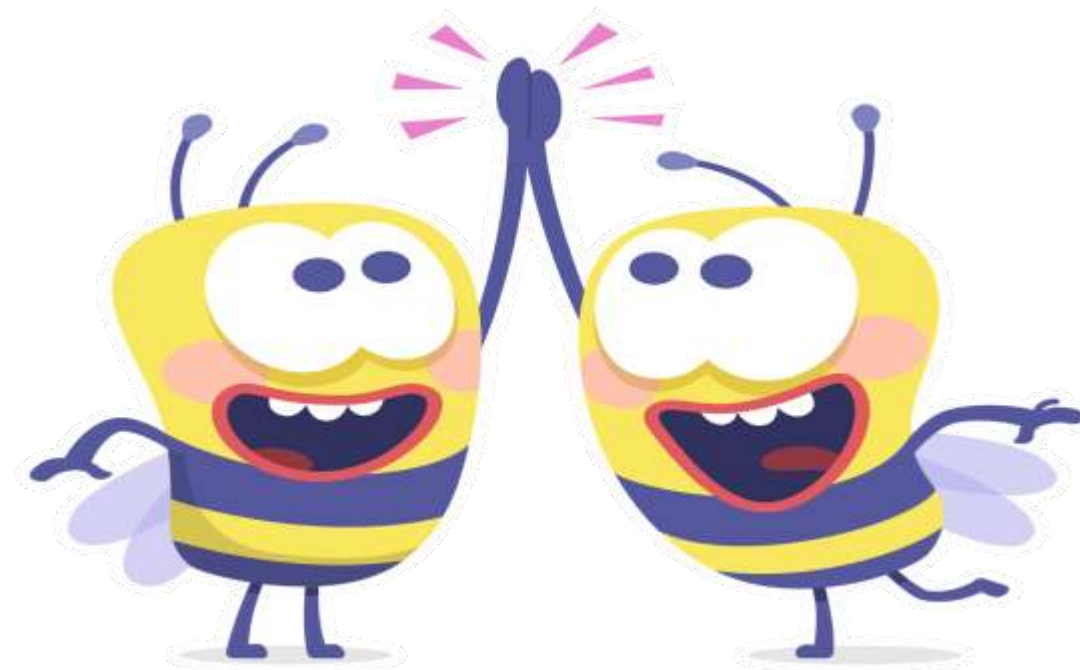




## Next steps

- Monitor use
- Train new trainers – October, Auckland

**So what is it?!**



# Objectives of the Training:

Understand that it is often possible to manage emergency safety situations without utilizing restraint or seclusion

Provide skills that help employees:

- Understand trauma and its effects on the brain and behavior
- Protect themselves and others when someone becomes aggressive
- Protect those who engage in dangerous or self-injurious behavior
- Minimize the use of restraint and seclusion

No technique is fail-proof

- Staff must be alert and aware, at all times, to minimize the risk of injury

## Ukeru Outline

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- I. Brain Development and Interpersonal Relationships
- II. Definition and Prevalence of Trauma
- III. Trauma and the Brain
- IV. Trauma-Informed Approach
- V. Communication
- VI. Conflict Resolution
- VII. Comfort vs Control
- VIII. Introduction to Protective Physical Skills



# Ukeru Pads

- Body Shield
- Flex Shield
- Arm Shield
- Curved Shield

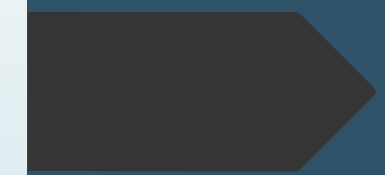
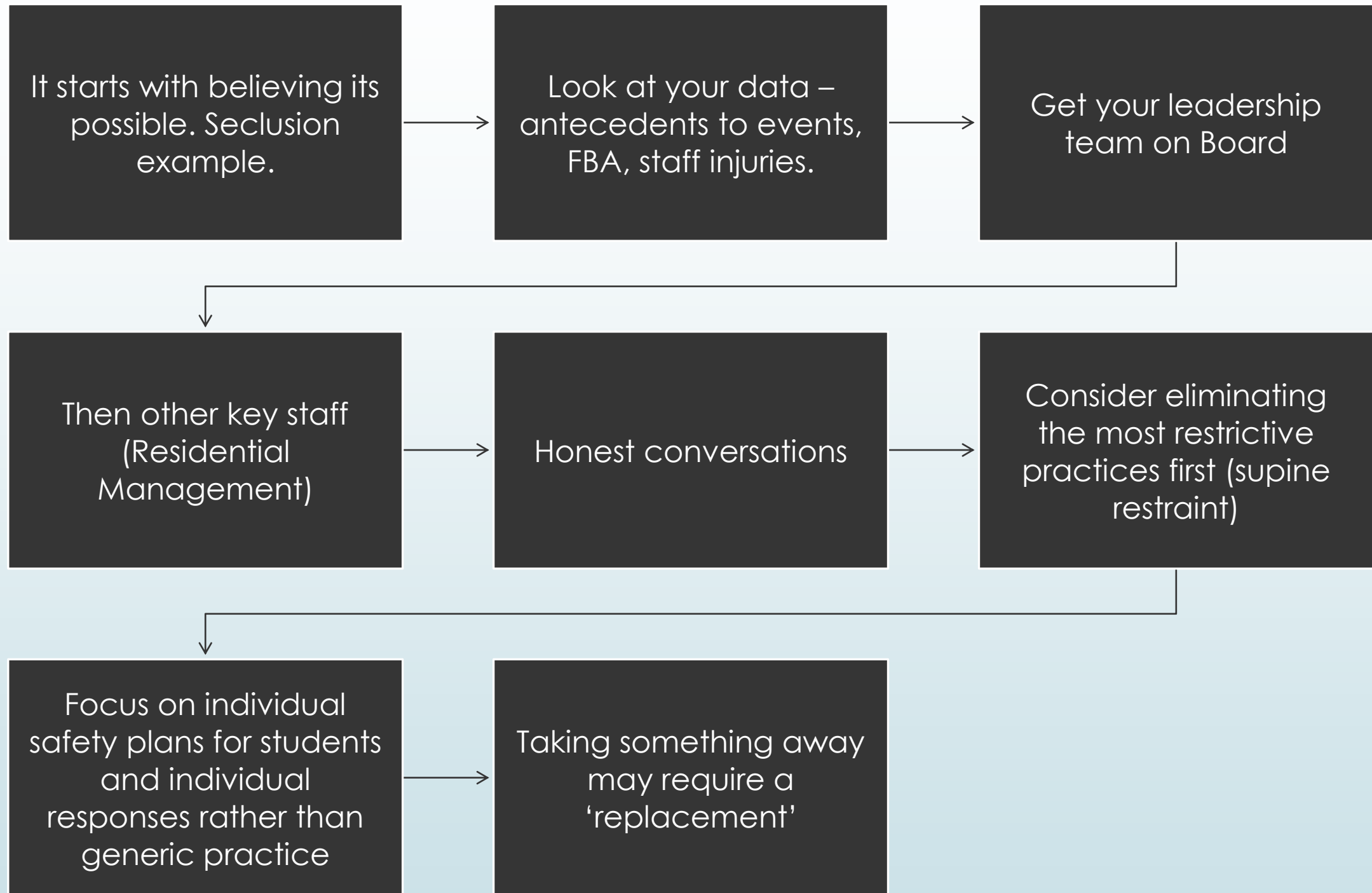


## Who We Serve

More than 400 organizations across the U.S. and internationally, including:

 <p>Public and Private Schools</p>	<p>Psychiatric and Behavioral Hospitals</p> 	 <p>Behavioral Health Residential Programs</p>
 <p>Forensic-Based Settings</p>	<p>State Facilities for Adults</p> 	 <p>Foster Care Agencies</p>

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# Summary

Questions?





Extra Video if time....7 mins

